

BUSINESS EDUCATION

# forum

NOVEMBER 1960

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UNITED BUSINESS EDUCATION ASSOCIATION

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION



TYPEWRITING

GUIDANCE

SHORTHAND

BOOKKEEPING

GENERAL CLERICAL

BASIC BUSINESS

STANDARDS

DISTRIBUTIVE OCCUPATIONS

UBEA NEWS

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## CONDENSED BALANCE SHEET

December 31, 19 60

### ASSETS

#### CURRENT ASSETS

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Temporary Investments	6,481,750
Receivables	54,718,640
Inventories	64,959,465
Prepayments	1,860,725

#### TOTAL CURRENT ASSETS

Long Term Investments	\$154,780
Plant and Equipment	30,751
Goodwill	74,251

\$259,781

### LIABILITIES

#### CURRENT LIABILITIES

Notes Payable	\$ 9,153,509
Accounts Payable	16,355,127
Accruals	8,215,650
Prepaid Income	9,948,956

#### TOTAL CURRENT LIABILITIES

Fixed Liabilities

\$126,290

#### TOTAL LIABILITIES

\$100,000,000

Capital

33,492,533

Surplus

\$133,492

#### CAPITAL AND SURPLUS

\$259,781

### RATIOS

Current assets to current liabilities	3.51 to 1
Total liquid assets to current liabilities	2.01 to 1
Capital and surplus to total assets	.51 to 1

154783406  
43673242

16012932\*

26762826  
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. BUSINESS EDUCATION FORUM was published under the title UBEA FORUM from March 1947 through May 1949. A Volume Index to BUSINESS EDUCATION FORUM is published annually in the May issue for member-subscribers. The contents are indexed in BUSINESS EDUCATION INDEX and in THE EDUCATION INDEX. The UBEA does not assume responsibility for the points of view or opinions of the contributors to BUSINESS EDUCATION FORUM unless such statements have been established by a resolution of the Association.



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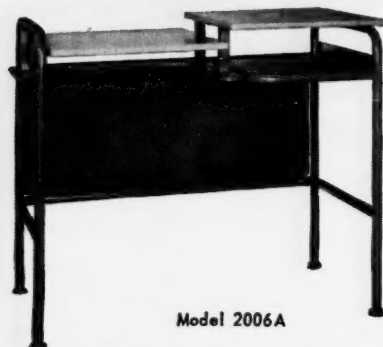
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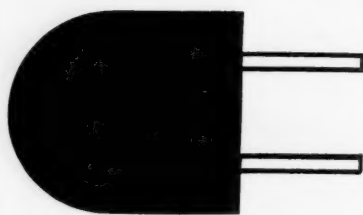
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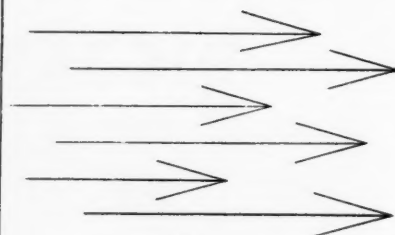
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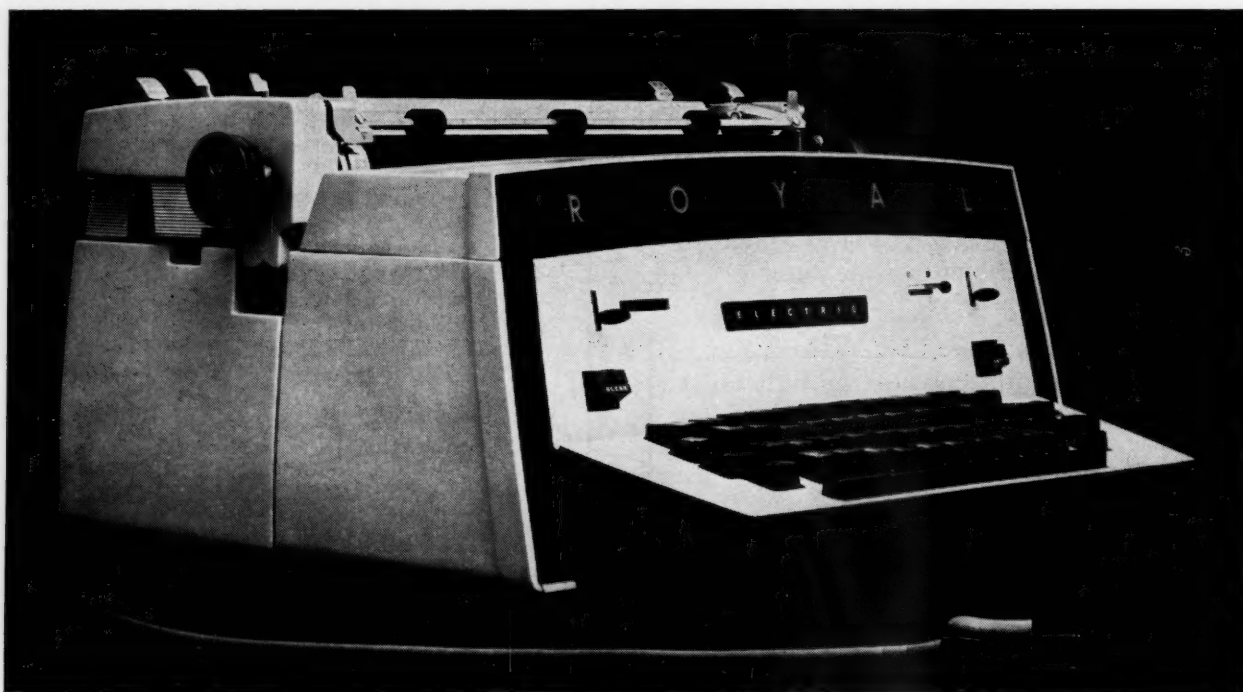
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## FORUM

### Last Month's FORUM

Comments and queries concerning the October 1960 cover of BUSINESS EDUCATION FORUM prompts a clarification of the shorthand systems included in the design used to depict the shorthand issue of the FORUM. The systems included, reading clockwise from the upper right, are Forkner Shorthand, Briefhand, Pitman Shorthand, and Gregg Simplified Shorthand.

### This Month's FORUM

Some exciting developments in the area of typewriting are included in the Feature Section (pages 9-21) of this issue. For example, the concept of large-group instruction applied to the teaching of typewriting, and the use of closed-circuit television in the teaching of typewriting are just two of the items that provide interesting reading.

The Services Section (pages 27-36) articles range from the necessity for business teachers to assist in the selection and recruitment of future business teachers, through the role of work experience in the preparation of a teacher, to a status study of skill requirements in business for shorthand and typewriting.

The In Action Section (pages 37-46) is packed with news of UBEA and UBEA affiliated association activities.

### Next Month's FORUM

Teachers of bookkeeping and accounting will welcome the articles in the Feature Section of the December issue of the FORUM. The selection of articles covers topics such as what a controller looks for in new employees, the recognition of achievement levels in bookkeeping examinations, teaching the basic economic concepts in bookkeeping, motivation in the bookkeeping classroom, centering instruction around the individual, and obstacles to the mastery of bookkeeping principles and procedures. As usual, the articles in the Services Section will provide something for everyone.—D.C.C.

Editor: Typewriting Forum  
LAWRENCE ERICKSON  
University of California  
Los Angeles, California

November 1960

# Typewriting and the Future Business Education Curriculum

ACCORDING TO MYTHOLOGY, Janus was the ancient Roman deity who, supposedly, had the capacity to look forward and backward at the same time. A neat trick since our hindsight is usually much better than our foresight.

As we enter the decade of the sixties, we need to take both a forward and a backward look at typewriting. As we take a backward look at the decade of the fifties, do you wonder how much improvement there has been in typewriting instruction during the decade? Although we may be too close to the picture to evaluate it with complete objectivity, there is evidence that there have been many improvements in typewriting instruction. More and more teachers have gotten improved typewriting results despite the fact that some of us still cling to what may be obsolete teaching practices. A case in point here is the 10-word penalty for errors. Typewriting seems to be about the only skill where we have the notion that the skill can be improved if we invoke some penalty for the making of an error. In teaching a youngster to play tennis, we do not ask him to take 10 paces away from the net for every misstroke he may make, nor do we hold a youngster's head under water for a specified period of time for swimming errors he makes as he learns to swim. This is but one illustration of a practice which may be outmoded as we take a forward look at typewriting and the future business education curriculum. There are many other teaching practices which need to be reassessed or re-evaluated as we plan for the improvement of educational practices.

As we take a forward look, too, there are many questions we need to ask ourselves, not the least of which should be "Can we improve typewriting instruction during this new decade?" Perhaps part of the answer to our problem is that we need to be doing more research and experimentation in our search for better instructional practices. Often, if we are doing what others are doing, we are satisfied. This leads to a subtle but nonetheless vicious tyranny which may be labeled the "tyranny of the average." This statement, however, should not be interpreted as advocating "change for the sake of change." Although change may be inevitable, we need to search for and make "desirable change."

If we may consider the future business education curriculum as the "platform" that we need to be building now, the typewriting "plank" as a part of this platform should be one that would constantly challenge us to strengthen and improve typewriting instruction. Such a plank should, among other things, cause us to take a look at the conditions for effective learning, the size of our classes and how we may make typewriting instruction available to all students, our handling of paper work, our use of various audio-visual aids, and our skill building plan designed to develop problem-and-production skills as the articles in this issue challenge us to do. It should be a plank that would make us ever mindful of the need to be sensitive and aware. Our awareness and our sensitivity, stimulated by a creative imagination, may then allow us to escape from the commonplace in our teaching, in our research, and in our experimentation.

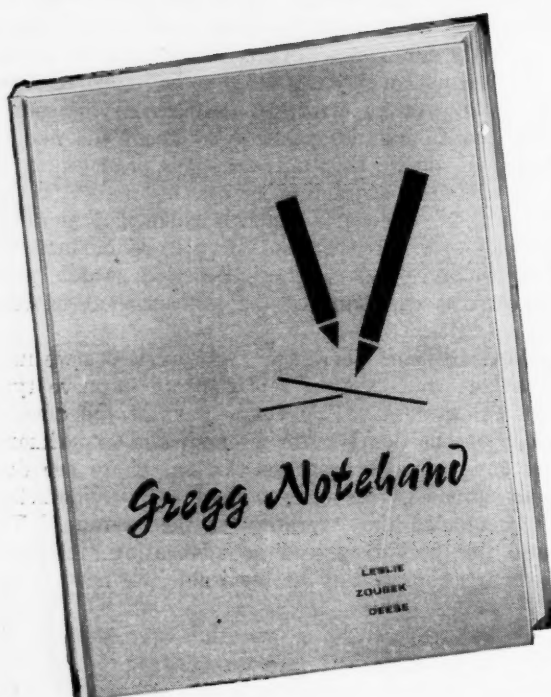
A word of caution at this point may be in order. A creative imagination needs cultivation. It is not something that, like the fabled Egyptian phoenix, springs forth in a youthful freshness from its own ashes. Imagination does arise out of a background of rich and varied experiences, but it takes courage and effort and honesty. Courage to see what needs to be done, the necessary effort to do it, and then an honesty in appraising what has been done. All should be coupled with a recognition that mere differentness does not, necessarily, make a practice worthwhile; however, awareness and sensitivity and imagination are needed, and urgently so, if typewriting during the sixties  
(Please turn to page 21)



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## The Teaching Obligation and Typewriting

by RALPH W. TYLER

Stanford University, Stanford, California

The teaching obligation, as it pertains to business education, involves not only the development of a business education curriculum appropriate for the needs of the youth served, but also opportunities for students to learn and thus to achieve the curriculum objectives. In developing its teaching-learning program, the business education staff can be aided by giving careful consideration to available knowledge and developing further knowledge about student learning. Teaching, whether it be of typewriting, or of any other subject, is not simply the making of assignments, the conducting of recitations or discussions, and the grading of papers and examinations, but it is the complex professional task of stimulating and guiding the learning of students. The first step likely to be helpful in improving teaching is to bring together for consideration and use what psychologists, other social scientists, and educational practitioners have learned about the conditions under which effective learning takes place.

### Conditions for Effective Learning

One necessary condition for effective learning is student *motivation*. The learner learns what he is thinking, feeling, or doing. Hence, learning is not possible except as the learner himself is involved in it. This makes his motivation, that is the impelling force of his own active involvement, a very important condition. In teaching typewriting, for example, the teacher has many more opportunities than he actually utilizes for getting the learner involved in the learning process. The improvement of instruction in typewriting means, of course, more work for the teacher, as well as for the student, but this involvement of both the teacher and the learner in the learning process is a necessary condition for the improvement of educational activities.

A second condition for effective learning is that *the learner finds his previous ways of reacting unsatisfactory so that he is stimulated to try new ways of reacting.*

EDITOR'S NOTE: Dr. Tyler is Director of the Center for Advanced Study in the Behavioral Sciences at Stanford University.

As long as the learner does not recognize that earlier modes of behavior are inappropriate, he will keep on doing what he has been doing. He will make little or no progress, and he will not really learn the "better ways" that make for skill progress, as in typewriting. Hence, it is necessary that the learner discover the inadequacy of his previous behavior so that he will not continue to repeat it. It is necessary for the teacher to help the student discover that mere mechanical performance or the typewriting of drills and exercises without purpose or plan is not a satisfactory means for gaining skill or for solving the kinds of problems which are required as the student progresses.

A third condition for effective learning is for the learner to have *some guidance of the new behavior which he tries in seeking to overcome the inadequacy of previous reactions*. If the learner simply tries new behavior by trial and error, learning is very slow and discouraging, and the learner often gives up. Some means of indicating to him more promising reactions serve to guide him. Many ways may be used to guide the learner in developing understanding of the need for and value of new or improved reactions or techniques. Textbooks and manuals may be selected for this purpose. The instructor may ask questions or make evaluations which lead the student to look at various factors that he may have previously overlooked in his search for meaningful relationships. The learner may be aided in learning a skill by direct teacher demonstration with student imitation, as in typewriting. These are only a few illustrations of the many common methods used in guiding behavior in learning.

A fourth condition for effective learning is for the learner to have *appropriate materials on which to work*. If he is to learn to solve problems, he has to have problems to attempt to solve; if he is to gain skills, he must have tasks which give him opportunity to practice these skills; if he is to gain appreciation, he must have materials that he can listen to, see, or respond to in other appreciative ways. In typewriting, again, the alert teacher has many opportunities to use typewriting materials

**An effective learner must set high standards of performance for himself.**

in a variety of ways. He can provide for repetitive practice, for example, so that it is not mere repetition, but re-creation and reconstruction which will lead to rapid improvement of typewriting skill.

A fifth condition for effective learning is for the learner to have the *time to carry on the behavior, to keep practicing it*. This condition is usually referred to as "having study time" or "practice time." Often, it is assumed by teachers that the student is spending time in study outside the classroom or, as in typewriting, in effective practice, when observation or interview will indicate otherwise. The student thinks if he regularly comes to class and, in addition, spends a half hour or so outside of class in study or practice time, that this is all that is required to learn. A more effective provision of study time or within-class practice time is important if a high-level of learning is to be reached. Studies of students indicate that time which is presumed to be available for outside-of-class study is often occupied in commuting, outside work, extraclass activities, and social activities. In the home, much time may be consumed in watching television when the student should be studying or engaging in other educational activities. Imaginative and realistic ways of providing study and practice time can make a contribution to the effectiveness of teaching.

**Achieving Satisfaction**

A sixth essential condition for effective learning is for the learner to get *satisfaction from the desired behavior*. As the learner interacts in the various learning situations, the reactions which give him satisfaction are continued; those which do not give satisfaction are dropped from his repertoire of behavior. If the learner wants very much to acquire a certain kind of behavior, the actual satisfaction of acquiring that behavior with the resultant understanding or skill is sufficient. On the other hand, teachers are in a position to help learners derive satisfaction from desired behavior when this satisfaction does not automatically follow progress in learning. For example, to become competent in a skill such as typewriting takes time and effort. In the interim, the teacher may exercise a considerable influence by complimenting the student on his efforts, by helping to get group approval of reasonable progress, by providing tests or other means for him to perceive that he is progressing toward appropriate goals. In typewriting, the most successful teachers seem to be those who (a) get the student actually involved in the skill-learning process, (b) use appropriate teacher demonstration coupled with student imitation, (c) have the student engage in problem-solving activities, and (d) see that each student has a "knowledge of his progress" which may take the form of a "progress chart," a "rate record sheet," and appropriate teacher evaluations of the student as he typewrites. These are but illustrations of the ways in which the teacher may increase the effectiveness of learning by helping to see that students get satisfaction as they make progress toward the desired goal.

A seventh essential condition for effective learning is to provide the *opportunity for a good deal of sequential practice of the desired behavior*. Sequential practice means that each subsequent practice goes more broadly or more deeply into the desired behavior pattern than did the previous one. Sheer repetition is quickly boring to the learner and has little or no further effect. Only as each new practice requires him to give renewed attention because of new elements in or a new purpose for the repetitive practice does it serve adequately as a basis for effective learning. This sequential practice of the desired behavior patterns is important for the student in gaining understanding because it means that concepts and principles are brought in again and again, but each time in new and more complex illustrations so that the student continually has to think through the way in which these concepts or principles help to explain or to analyze the situation. It is important in the development of the skill to see that each new practice of the skill provides opportunities for greater variety or complexity in its use. The imaginative teacher of typewriting has unlimited opportunities to meet this condition for effective learning.

An eighth condition is for the learner to *set high standards of performance for himself*. One of the common difficulties in learning typewriting, for example, is that the student may become satisfied with mediocre performance and no longer put forth effort to learn and to gain additional skill. This is a common problem with the more able student. It is often necessary to help the student to acquire standards of performance that for him are high but attainable and to lead him on continually to *seek greater excellence*. One may ask of any teaching program about the kinds of standards that the students are expected to meet and to what degree they are relevant to the individual differences among the students in the class.

The ninth and last of the conditions for effective learning is related to the eighth. If learning is to continue beyond the time when a teacher is available, the learner *must have means for judging his performance* to be able to tell how well he is doing. Without such means of self-evaluation his standards are of no utility. In the typewriting classroom the "direction of growth" should be from teacher-imposed evaluation to self-evaluation so that the student develops some means for judging his performance.

**Other Factors in Learning**

In seeking to establish appropriate conditions for learning in a school, an essential factor is the impression sensed by the students of what the most important values of the school are. One school may clearly give students the impression that athletics is the major value; another school may emphasize social adjustment. The kind of educational objectives which the schools today are likely to recognize as primary are those which require a different institutional atmosphere to support student learn-



***Meeting the teaching obligation presents an exciting and challenging opportunity.***

ing. The attitudes of faculty, administration, and older students should strongly indicate to new students that they are expected to "stretch their minds" to develop imagination, to acquire new ideas, new skills, new interests, and the like. Learning is more important than social or athletic activities—and it is more fun!

**Evaluating Effectiveness of the Program**

In planning systematically to make teaching effective, it is necessary to recognize the different kinds of educational objectives sought if the needs of all students are to be met. It is necessary to define each objective clearly and to plan ways in which students can reach or attain each objective. Too often we establish desirable objectives but the actual teaching-learning situations do not reflect some of these aims. The student cannot acquire a desired kind of behavior without having the opportunity to carry it on.

There are several steps which need to be taken by the school staff members in evaluating the extent to which they are meeting their teaching obligation. Because the task is complex and difficult, we cannot depend solely upon our impressions regarding the success of our teaching. Additional and more objective appraisals are required. It is likely that four procedures will prove helpful:

1. The development of a program of testing and other appraisals of the learning of students.

2. The systematic examination of the extent to which the essential conditions of learning are being provided for the students. Ideally this examination should be made for each student, but this may not be practicable. In any event, this check on the conditions for effective learning should be made with a representative sample of students.

3. The systematic canvass of student opinion on such matters as their interest in their work in each field, the amount and extent of their study, and the like.

4. The development and use of an inventory of evidences of continuous intelligent interest and effort which faculty members are devoting to their teaching work.

Space does not permit the discussion of these four procedures, but their general nature can be recognized from this brief listing. They provide four relevant, yet partially independent, checks on the quality and effect of the teaching in our schools. They should also serve to indicate where the program is relatively successful and where difficulties are encountered, and should provide a basis for intelligent direction of efforts for improvement.

Meeting the teaching obligation as it relates to the future business education curriculum is not easy, but it presents an exciting and challenging opportunity for all business teachers. Business teachers have the intelligence, the enthusiasm, the dedication, and the energy to accept the challenge and to succeed. # #

## **Typewriting for All High School Students**

by **EDWARD J. ANDERSON**

Wayland Public Schools, Wayland, Massachusetts

Wayland High School (including grades 9 through 12) has developed, over a period of years, into a school offering basic academic subjects with little interest on the part of students and parents for shop, home economics, or business subjects. The normal program for a high school student is five academic subjects. This allows little time for study in other areas.

In planning for the new high school the various committees, involving both lay people and school faculty, expressed vital concern that many important areas of study were being overlooked because of the intense stress on a pure basic academic program. One of the

areas which came under serious consideration by the committee was typewriting. It soon became obvious that parents of school children consider typewriting an essential skill. They wanted their children to have the opportunity to learn typewriting as a part of the total school program. The School Board and the School Building Committee reviewed methods of typewriting instruction in the high school and concluded that the expense of teaching typewriting following the standard or traditional plan might in itself be a hindrance to making typewriting a compulsory area of study for every high school student.

In September 1958, the large-group method of teaching had been successfully adopted for the academic subjects. Students participated in one large-group session

EDITOR'S NOTE: Dr. Anderson is Superintendent of the Wayland Public Schools.

**Resource areas in the school provide space for student use of typewriters outside of class time.**

in every academic subject once a week. The classroom instruction for driver training had been set up as a large-group instructional program consuming one hour a week for all students enrolled in the course. The change required less than 25 percent of the teacher time previously needed, and there was no loss in the quality of instruction.

The experience of the faculty with large-group instruction in the academic areas brought about an analysis of the practicability of initiating typewriting on a large-group instructional basis. The new school was planned to include two rooms specifically designed for large-group instruction. One of these rooms, seating 150 students, was considered as a possible room to be assigned for large-group instruction in typewriting.

During the study of secondary education undertaken by the building committee and the school board with the assistance of educational consultants and the school administration, the school board authorized the administration to plan for typewriting instruction for all students. The committees involved in planning the educational specifications for the new school had agreed from the beginning that each student needed instruction in typewriting to the extent that it would service his basic typewriting needs.

The administration was given the task of setting up the instructional program in typewriting as part of the school's accepted large-group instructional program. The subsequent recommendation by the administration to the committees that typewriting be a ninth grade requirement, with instruction offered during four 50-minute periods a week for a full semester, was reached after an analysis of student schedules and after it was reasoned that the typewriting program would not interfere with the normal academic program.

Typewriting I is described as follows in the Wayland High School Course Outline:

This course is taught for one semester in large group. It includes: (1) correct posture at the typewriter, (2) proper stroking of the keys, (3) knowledge of the keyboard, and (4) techniques in the use of the various parts of the machine. Emphasis of instruction is placed on the arrangement of simple business forms, the business letter, envelope, tabulations, and term papers. Special attention is placed on the utilization of the typewriter for high school or future college class work.

*Classroom, Resource Rooms, and Special Equipment.* An analysis was made of the needs of students for basic typewriting skill. It was concluded that portable typewriters are the normal equipment in most homes as they are both movable and economical and, therefore, more practical for personal use. Since the typewriters would be in use for not more than two hours a day at most in classroom instruction, it was decided, after careful examination of equipment, that a good portable typewriter would be practical for teaching typewriting.

Another reason for selecting portable typewriters for the classroom instruction was that they could be easily transported from the instructional area to one of the several resource rooms for use by the students. The building in which the large-group typewriting instructional program is to be offered is so designed that three resource rooms are included in the academic units. These rooms will provide space where students may use the portable typewriters when they are not being used in the formal instruction program. (See Illustration 1.) Also, special portable typewriter storage cabinets have been designed. These cabinets will provide the mobility needed to make typewriters immediately available in the various resource areas for students' use as well as for utilization in the large-group classroom.

With the assistance of a special business education consultant and others, methods are being designed or adapted specifically for large-group teaching techniques. Pro-



*The Architects Collaborative*

Illustration 1.—Mathematics-Science Resource Area. This is one of three areas where typewriters will be made available for student use.

**Closed-circuit television can be used as a magnifier to show correct technique in typewriting.**

visions are being made so that each student can be urged to proceed at his or her individual ability level. Proper visual and demonstrative equipment will assure every student a clear and unobstructed view at all times. The classroom has a tiered horseshoe arrangement and provides for three viewing screens which will permit three different levels of group instruction to take place simultaneously through the use of visuals and other aids. The room will allow for full utilization of charts, film strips, slides, and other audio-visual aids including proper utilization of teacher demonstration. (See Illustration 2.)

The school includes in its design, also, a business laboratory which will have standard and electric typewriters in limited numbers. These will be used for those students who desire to become professional typists. However, the large-group typewriting program will serve as an introduction to typewriting for all students. It, therefore, will reduce the need for great numbers of standard and electric machines.

While it is true that the large-group method of teaching typewriting may be somewhat novel, ample evidence has been gathered which adds confidence to the faculty's ability to proceed with the proposed large-group program with a high degree of assurance in its success. One striking feature during the whole of the planning has been the desire of everyone to offer typewriting for all students. The students, the community, and the faculty have accepted typewriting as a normal and necessary part of the school's program and they have not considered it to be something which should be eliminated. Since all people involved are agreed to the advisability

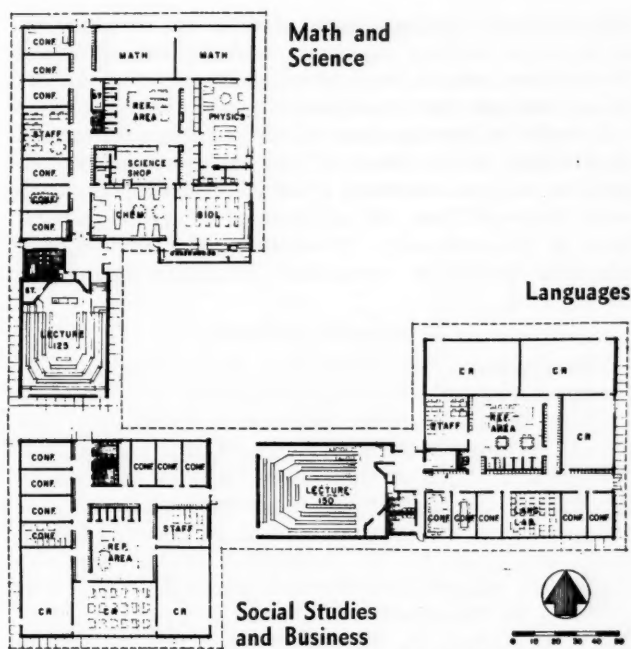


Illustration 2.—Rooms of the Three Academic Areas. The large-group typewriting classes will be held in the lecture room attached to the Languages Building. Typewriters will be made available in the Resource (Ref.) Area of each of the Building Units when they are not being used in the formal, large-group instructional class.

and necessity for all students to learn to typewrite, it now remains for the school to provide the instruction in the most efficient and economic manner possible. # #

## Television in the Typewriting Classroom

by **EDWARD C. KELLY**

San Fernando Valley State College, Northridge, California

When Gail Schrieber, a student in an advanced typewriting class, turned in a five-minute writing at 100 words a minute with eight errors, the first fruits of seven weeks of experimentation with television as a teaching aid became evident. And three days later, when a second student, Judy Cottle, followed with 102 words a minute for five minutes with 11 errors, this instructor became convinced that television as a tool in the hands of the teacher is a remarkable instrument for speeding up the learning process and improving the instruction.

How these students and 18 others in a class at the University of California, Los Angeles, developed skills

never before obtained in seven weeks by this instructor is the basis of this article.

### Research Is Needed

While the number of studies evaluating closed-circuit and open-circuit television increases rapidly, little is being done to investigate the uses of television as a teaching aid in the hands of the classroom business teacher.

Examples of television applications in the business education classroom needing study include the following: (a) the use of television as a magnifier to show cor-



### ***Closed-circuit television can be used to control and increase speed.***

rect technique in typewriting, (b) the use of television as an aid in teaching shorthand, and (c) the use of television as an instructional device to show correct fingering in business machines classes.

In order to examine some of the possible applications of television in the hands of the business teacher, two cameras and two monitors (television viewing screens) were borrowed from the educational television department at the university. In addition, the services of a television technician were made available during the class period.

#### **Achievement Advances**

The equipment was placed in a class consisting of 20 freshmen and sophomore college students who are planning to become business teachers in California high schools or junior colleges. All the students had at least one semester of junior high school or senior high school typewriting. No student had taken more than one year of typewriting. The students' speeds, at the end of three weeks and prior to the installation of the television equipment, ranged from 29 words a minute to 60 words a minute for five minutes with a maximum of ten errors. The class average was 51 gross words a minute with an average of seven errors. Seven weeks later, because of the use of television as a teaching aid, the remaining 12 weeks of the course work had been completed. The five-minute range in the class was from 51 to 107 gross words a minute with a maximum of 10 errors. Four students typed over 100 words a minute. The class average was 79 gross words a minute for five minutes with an average of 9 errors.

The reader is cautioned that the foregoing figures are not offered as conclusive evidence of the merits of television in the classroom. They are cited only to show the need for some highly controlled studies to establish whether television is the variable by which the results may be explained. The contributor is convinced that the use of television was an important causal factor.

#### **Teaching Techniques**

The procedures used have resulted in teaching techniques which call for further testing. They are offered here so that other business teachers may try them.

1. *Use of Television as a Mirror To Highlight Incorrect Technique.* Each student was shown televised pictures of his hands as he typed previously memorized sentences and drills. As he observed his hands on the television screen (monitors), instructions for correcting poor techniques were given. All students were exposed to this method as many times as was necessary to correct faulty technique patterns. In addition, all students analyzed the techniques of each member of the class so as to gain a thorough understanding of good typewriting techniques. Analysis and discussion of good and bad typewriting techniques was carried out in class as the camera was focused on an individual student and his stroking techniques and finger position on the keyboard were shown on the monitors.

From five to seven minutes a day were devoted to this procedure during the seven-week period that television as a teaching aid was used. This procedure for the improvement of typewriting techniques far exceeded results normally obtained by conventional classroom procedures.

#### **2. Use of Television To Control and Increase Speed.**

A camera was placed directly over the instructor's typewriter in order to transmit to the monitors each character that was typed. As the instructor typed, the typed copy which he produced was magnified so that it could be seen easily on the television screen from any typewriting station in the room. Students were instructed to typewrite the words as they appeared on the monitors. In this way the students' stroking rates were controlled. Thus, if the instructor was typewriting at 60 words a minute, all students in the class were forced to typewrite at the same rate. A student could not increase his rate because a maximum of seven words appeared on the screen at one time. This procedure aided appreciably in increasing the students' accuracy since it seemed to lead to a high degree of individual student concentration and forced control.

Furthermore, a similar procedure was very effective in forcing speed. When the instructor was no longer able to typewrite at a rate that forced speed, this task was turned over to the fastest student in the class. This freed the instructor for individual attention and added to the competitive spirit in the class. The use of television thus became a motivational factor. This instructor was again convinced that this technique accounted for the high speeds obtained with this group of students.

No timed writing which was typewritten from the monitors lasted longer than one minute; yet there was an apparent transfer of this high speed or control developed on these one-minute writings to the five-minute writings which were typewritten from the textbook.

By the end of the seven-week experimental period, six students were able to typewrite for one minute from copy reproduced on the television screen at speeds of 102, 103, 105, 107, 110, and 114—all without error. In many cases these errorless writings were made not only while class members attempted to follow the copy reproduced on the television monitors, but also while curious or interested visitors were observing the group at work. If nothing else, these future business education teachers developed a tremendous amount of confidence and poise.

3. *Use of Television To Teach Letter Placement and Tabulation Arrangement.* In less than one-half of the time which this instructor normally used to teach this type of work, students were taught letter placement and they learned to type the various letter styles. The same was true for the tabulation problem work. Using the technique described to control and force speed, the instructor typed through a particular problem. This copy appeared on the television screen as it was typed. The students typed the same copy as it appeared on the tele-

***Written expression is easier, freer, and of higher quality when it is typewritten.***

vision screen. Oral directions were given as the instructor typed the problem. Perhaps the most desirable feature of this technique was the fact that the oral and visual presentation, aided by the students typing the problem as it was explained, eliminated almost all questions usually asked by students. Furthermore, tests administered at periodic intervals indicated a greater amount of

retention of the learning. Consequently, far less remedial work was required.

In conclusion, as a direct result of the contributor's experience with television in the typewriting classroom, he is convinced that this electronic marvel will some day replace the chalkboard as the number one audio-visual aid in the business teacher's classroom. # #

## **Memo for the Future: More Thinking and Typewriting**

by **ALLIEN R. RUSSON**

University of Utah, Salt Lake City, Utah

Would you like to build into your typewriting courses, at all levels, more general education? Would you like to help your typewriting students become more adept at written communication and expression? Would you like to add a dash of fun to your typewriting classes? If your answer to each of these questions is "Yes!" the method is simple—just add a project of composing at the typewriter.

A number of research studies have found that written expression is easier, freer, and of higher quality when it is typewritten—even when the speed of the typewriting is hardly faster than the typist's longhand writing. Given an additional speed advantage, both the quality and the quantity improve amazingly. Here, then, is a ready-made argument for the teaching of typewriting that should appeal to administrators and lay critics alike. We can help Johnny to learn to read, to spell, to punctuate, and—even more important—to communicate by teaching him to think as he typewrites.

### **First Lesson in Thinking and Typewriting**

Composing at the typewriter may be introduced at any stage of the typewriting course after the keyboard has been learned and a week or two of skill-building lessons have been presented. While exercises in composing at the typewriter are particularly appropriate for the personal-use course, they are also important in typewriting courses for vocational use; and whenever composing at the typewriter is introduced, the process is the same. You should start with something simple. You might instruct the class to put a sheet of paper into the machine, typewrite their names, and then follow instructions. This sounds like a game—which makes the activity all the more interesting. Now you will say, "Set your

line-space indicator for double spacing. Now, I shall ask several questions. You number your statements the same as I number my questions, but you make your answers as short as you can. I'll give you an example. Suppose I ask, 'What is your full name?' Your answer, Sally, would be 'Sally Smith.' Is that clear? Remember, then, you typewrite just the answer, in one or two words. Number your questions, as you return your carriage to the margin after each answer."

From five to ten questions might be asked, such as the following:

1. What is your full name?
2. What is the make of your typewriter?
3. What is the day of the week today?
4. What is your grade in school?

The student's paper might contain the following answers:

1. Sally Smith
2. Royal
3. Monday
4. Tenth

The next day, the "think-as-you-typewrite" lesson would continue. This might be a simple word-association exercise. You would explain that today's drill would also be a short-answer response, but that the students were to typewrite the first word that entered their minds when they heard the cue word spoken by the teacher. As an example, you might say, "Tom, what word do you think of when I say, 'sky'?" Tom might answer "blue." With this introduction, you would give the cue words, pausing a few seconds after each one for the class to typewrite the associated words.

On the same day, the same type of list might be given with the instruction that the class is to typewrite a

### **Composing at the typewriter proceeds from one-word responses to short essays.**

word with the opposite meaning. The same kind of explanation could be given and an example sought from a member of the class. In both of these drills, however, the class should be told to typewrite quickly whatever comes into their minds. This is the point where you can help the class toward more fluent expression. If you say, "It does not matter what you write; just typewrite your response quickly," the ground will be laid for removing the "critic" from the mind of each student. It is this "critic" that interferes with so much of everyone's expression. Insist that this critic be silenced while the skill is being established.

#### **Complete Sentence Answers to Questions**

Depending upon the age level of the typewriting class, short-answer response exercises may be used for part of one to three class periods. The point to be reached is freedom of expression; and when you feel this point has been reached, you go on to complete-sentence responses to simple questions. You explain that this exercise will differ from the previous ones in that complete-sentence answers are required. You might say, "Johnny, what is your address?" Johnny might answer, "Ten fifty Center Street." Then if you said, "If I asked you to answer with a complete sentence, what would you say?" And Johnny would answer, "My address is 1050 Center Street." This should be sufficient for putting over the idea.

The type of questions asked in this lesson could vary from simple biographical details such as name, age, address, name of school, and the like, to simple facts connected with the study of typewriting. The latter might include questions as to which thumb is used to strike the space bar, how many spaces after a comma, a period, a question mark, and so on. It may be wise for you to set up a trial run for this lesson, making sure that your class understands what is meant by a complete sentence. Unfortunately, a few of your students may have some doubt.

#### **Typewriting Short Compositions**

After your class has learned to think as they typewrite complete sentences, they are ready for short composition problems. While many of these problems will be utilitarian, such as the composing of personal notes, letters, and outlines, you may find it especially rewarding to suggest topics for short essays that are off the beaten business track. Many erstwhile, inarticulate, and fumbling typewriting students may find this new-found technique a great aid in freeing both their fingers and their minds.

It is suggested that practice be given on the composing of rough drafts (where the student is permitted to X-out his errors) and also of "right the first time" letters and essays. Both types of composition are frequently needed. It is better, too, to spend most of the available time on rough-draft exercises, since restrictions as to accuracy of copy will be inhibiting if applied too often or too

soon. Also, in order to free the students for focusing their minds on what they wish to write, it is better to give them a thorough review of the form of the exercise.

*Composing a Personal Note.* There are a number of ways in which the composing of a personal note can be handled, such as writing a short outline on the chalk board, dictating four or five questions which the students are to answer in their notes, or turning to a personal note in the typewriting textbook and instructing the class to answer this note. You might want to tell your class that it will help if they "talk" their notes, but it would be too restricting to try to set the standards of a letter-writing course.

*Composing a Business Letter.* As with the personal note, the business letter might be presented in a number of ways. Better results will be obtained, however, if a situation is used that reflects the interests of the age group. Such problems as ordering a class ring or writing to a magazine publisher to list a change of address would be realistic to the high school student. A time limit should be set for all compositions, such as ten minutes; at the end of this time, the class would stop typewriting the rough draft, make pencilled notations of changes or corrections, and then retype it for the same length of time. The final draft should be in good form with all errors erased and corrected.

*Composing a Short Essay.* The real fun in composing begins when the student is introduced to the short essay. No attempt should be made to foster the finer points of style. The goal should be freedom of expression in the rough draft, and freedom *plus* correct spelling, punctuation, word usage, syllabication, and typewriting in the final draft. Best results are obtained if the students are timed (for one minute, then three minutes, then five or ten minutes), as this compels a quick attack of the problem. In order to "break the ice" at first, you might have the class read a page of the textbook and then close their books and typewrite in their own words what they have read. Soon, however, most students will prefer to typewrite their own thoughts and will need only a topic or two to start them on their way.

Do not be afraid of using the tried and true when it comes to suggesting topics. Some class members may be bored with typewriting an essay on "My Pet Peeve," yet others will enjoy it. The best way to handle the matter is to write three or four suggestions on the chalkboard, with the option of writing on still another topic. An important point, too, is to assure the student that "anything goes," that the essential purpose of the exercise is to help them *think as they typewrite*. If the students are certain that the content of their composition will not be graded, they will feel free—and will probably write better content. In any case, the rough draft should be typed freely for five or ten minutes, then corrected, and then retyped for the same length of time. Only the final draft is submitted, and it should be in good manuscript form with a title, and it should be double spaced.



**Checking students at work rather than the work of the students can cut down on paper work.**

*Quotations as Topics.* Famous sayings of famous people make good topics for student essays, as do quotations from books and plays. If the teacher chooses quotations that are geared to the age and interest of the class, they usually prove especially helpful. Following are some examples:

"If fifty million people say a foolish thing, it is still a foolish thing."—Anatole France.

"When you get to the end of your rope, tie a knot and hang on."—Franklin Delano Roosevelt.

"No man has a good memory to make a successful liar."—Abraham Lincoln.

#### **Type-It-Right Composing**

After one or two weeks of daily practice on rough-draft composition, the class is ready for the final exercise, typing it right for the first time. Using the same kind of problems (the personal note, the business letter, the short essay), the student keeps in mind what he wishes to say, sets up the problem in the correct form,

and erases his errors as he typewrites. With the background in composing that has been described, most students will be able to take the step of "right the first time" without difficulty.

#### **Value of Composing at the Typewriter**

The road to composing skill at the typewriter is one that typewriting students enjoy following. Moreover, it will likely be one of the most valuable parts of the typewriting course. The convenience of composing is an important item, but many teachers believe that both the quantity and quality of written expression tend to increase when the typewriter is used. The student who has learned to think as he typewrites is freer in expressing his ideas, he expresses them more quickly than with pen or pencil, and he has learned more thoroughly the conventions of written English. Composing at the typewriter is one of the most important contributions the typewriting teacher can make to the general education of young people. # #

## **Managing Paper Work in Typewriting**

by JANE STEWART

University of Nebraska, Lincoln, Nebraska

Business teachers are universally devoted to helping their students become efficient typists, to helping them produce the most and best possible work in the shortest time. However, most of us would be more than a little shocked if we made a job breakdown of our own procedures and output in grading student work.

Observation of superior teachers of typewriting indicates that they have some ideas in common relating to paper work. What are some of the grading practices which permit them to walk out of the school building at 5 o'clock free, unencumbered with papers? Indeed they do this safe in the knowledge that their typewriting students are progressing satisfactorily and that they are neither indifferent nor negligent in their responsibilities to them.

1. *Checking of the Students at Work Rather Than the Work of the Students.* In the early stages of learning to typewrite, the quality of the finished product is far less important than the quality of the typewriting movements. During this stage, it is highly important to observe students closely. To see that each student has the best possible adjustment of desk and chair, to cajole,

coax, and encourage attempting each movement in an acceptable way, to sit beside and demonstrate when suggesting a different approach, to praise every noticeable improvement—these constitute the real job of the teacher. Concern over grades can only divert attention from the purpose of each practice session and cancel its value.

Grades are given at the first grading period on an evaluation of student technique. Although the teacher may have glanced occasionally at students' papers during this period, it was only to scan for learning difficulties. Students understand this and continue to concentrate on right processes. A quick and casual perusal during the class hour for difficulties in touch, shift key control, strikeovers and other technique items results in the discard of satisfactory papers and conferences with students concerning papers that reveal difficulties. At least two-thirds of the papers require almost no teacher time since a cursory examination shows that satisfactory progress is being made.

Using technique rating sheets will require little or no out-of-class teacher time, since they must be marked during class periods when observation is possible. All in

**Many paperes can be proofread and marked by the students themselves.**

all, a typewriting teacher should find little to do in the way of paper work in the early weeks of instruction.

2. *Collecting Only a Small Percentage of Papers for Grading.* The decision as to which work will be graded is made during lesson planning when the purpose of each activity is carefully reviewed. Is technique improvement the goal? Then obviously papers are relatively unimportant. Is building skill the objective? Then it constitutes the major portion of practice work in any typewriting class and is not a candidate for a grade. As one typewriting teacher points out, no one thinks of observing and analyzing every mistake made by the budding pianist as he practices his lessons. Once a week a teacher may listen and offer suggestions. Why do we so often locate, red pencil, and grade all of the mistakes that typists make during the learning stages? Students can be more effectively alerted to their progress with the use of a progress record sheet.

My favorite record sheet is one on which a student records only his improvements. Before each series of timings, he examines his sheet to see what score he is attempting to surpass. Improvements in stroking rate, controlled typewriting, figure typewriting, longer measurement timings of three, five, and perhaps ten minutes (which constitute tests and which the teacher will probably take up and record) will all be recorded on such a sheet. If a grade is to be given on short skill-building timings (personally, I would not), then the student may place his timing, as well as his record sheet, beside the machine for checking by the teacher before recording. Since only improvements are recorded, numbers of papers will be limited; and these can be handled during the class period, perhaps while students are typewriting preview words and phrases or a problem. By a show of hands after the timings and a word of praise as the teacher stops by to examine the new recording on the sheet, students are given recognition. Those who did not improve are provided with an incentive for doing so.

Skill development, of course, includes application of basic skill to problems, and it is at this point that teachers' acquisitive instincts often take hold and papers abound. What is the answer? The teacher must learn, of course, if the goal has been accomplished; but each individual error need not be ferreted out on every paper. A quick scanning of the first tabulation problem, for example, will usually reveal whether the teaching goal was met; but it is only fair to give students additional practice and an opportunity to make some refinements before a grade is actually attached to any piece of work.

After problem typewriting is introduced, each week may find a specific type of problem emphasized. Why not attempt to place a grade on one problem, the culminating effort of the student for the week? This would seem to be a noble aspiration and one well within the time limits of most of us.

3. *Evaluating Some Papers with the Students During the Class Hour.* The time of greatest interest is immediately after the completion of any piece of work. A

teacher capitalizes on this interest by examining the student's product with him, which permits questioning him about certain deviations, discussing advantages of a method employed, offering praise, or suggesting that the problem be retyped. As students complete the problem, another assignment is written on the chalkboard to occupy the period when the teacher is checking the problems. Such an assignment is most effective if it involves the practice of a paragraph on which timings are to be given, or if it serves as preparation for the next class activity. Motivation is then high. It should not be merely the retyping of the same problem, which may be busy work unless the purpose for the retyping is changed to one of increased speed, improved control, or learning retention. If the teacher is unable to examine all the problems before it is time to proceed to the next activity of the day, it is simple to collect the few remaining problems for a quick scanning before the next class period.

4. *Having Students Proofread and Check Many of Their Own Papers.* "But I would never dare record a score or graded problem without first proofreading it," you say. Many teachers do with a justifiable feeling that their students are reliable proofreaders.

How is this accomplished? In the first place, they know that proofreading is a point of view, a willingness to find out, in addition to being a skill. The willingness to find out will often develop faster through a bonus plan than the more traditional penalty or deduction for unnoticed errors.

In the beginning, the teacher will need to examine papers of all students carefully. Soon results will be uniformly commendable if the class has developed the willingness to find errors and become familiar with the steps involved in proofreading skill. The teacher will then know which papers can be recorded with safety and which must always be scrutinized before recording.

5. *Saving Time in Marking and Recording Work.* Most experienced teachers have discovered many methods which speed up their paper work. Probably some of us continue using inefficient methods because of failure to stop occasionally and examine our procedures. Two or three suggestions should serve as a reminder that more efficient ways can often be found.

With a large set of papers, the best speed is possible by checking only one major detail at a time on all papers. In going over a set of letters, for example, I check respectively (a) errors in proofreading, (b) letter placement, including evenness of right margin, (c) style and punctuation, (d) special lines or notations, and (e) envelopes.

No detail is overlooked, and this method is particularly helpful when rates are computed because many of the computations are similar and can be quickly verified.

Some teachers assign each class member a number, which is placed on all papers submitted, thus speeding the process of recording grades. Allowing two lines in

**Systematizing the handling of make-up work can cut down the time spent on this procedure.**

the grade book for each student speeds up averaging of grades at the close of each grading period. Class grades might be placed on one line and test grades on the other.

6. *Systematizing the Handling of Make-up Work.* Considerable amounts of time can be given to helping students with make-up work resulting from absences. While most teacher-directed activity cannot be made up, many schools require some type of assignment which will serve as a suitable substitute for the class periods missed.

Checking lesson plans for the days missed, telling students what to write, and preparing a written record of the assignment against which the work may be checked when it is handed in can be very time consuming.

Keeping a card file containing the name of each student is the basis for a simplified system. After taking roll and while students are engaged in a warmup drill, it is a simple matter to write on the card of any absentee the assignment which he should complete for the day's absence. When the student returns, he checks the file box, copies the assignment or assignments from his card, and examines the materials he is to type. If he needs to consult with the teacher about the work, the conference has the advantage of taking place *after* he is ready to ask some questions and should eliminate the need for further teacher help. When the student completes the work and turns it in, the teacher checks it against the card.

7. *Sampling of Student Papers.* Teachers who are conscious of their time limitations and the paper work problem are most likely to have adopted some variation

of the sampling system. This may result in sampling a portion of each student's output for the week. It can mean assigning similar problems several days running and grading only a small part of each set so that each student has at least one evaluation of his skill on such work.

Whatever the variation, most teachers know that students must be sold on the sampling method and also that it must be used consistently so that a student's chances of having his best efforts as well as his average and poor efforts evaluated are good.

Despite many possibilities for eliminating and streamlining our paper work, test papers at each grading period must be carefully graded. Most teachers rely primarily on a comprehensive testing program at regular intervals and almost always at the close of a grading period. It is at these times that most typewriting teachers find themselves working overtime. Their situation is probably analogous to the accountant during income tax season or the physician during the almost annual flu epidemic. The job must be done and done carefully in all fairness to students and as an aid to teacher planning in the weeks ahead. But may I emphasize that this may come twice or three times a semester, not every day, every week, or even every month.

Why not give a few moments of serious thought to the management of your paper work in an effort to make some improvements. The additional energy and the time released for teaching and planning and for those all-important leisure hours should prove a satisfying reward. ##

## Abuse or a Better Use of the Typewriter

by F. JOYCE BATEMAN

Wake Forest College, Winston-Salem, North Carolina

The way a teacher does his work is perhaps the most telltale thing about him, and the way a student typewrites is perhaps the most telltale thing about him. What is the tale to be told about the way your students are typewriting in the classroom and on their jobs?

Are your students typewriting with efficiency and using time-saving devices? Are they motivated to explore new ways of doing typewriting jobs? Are they giving the typewriter proper care? If your answers to these

questions are negative, the telltale about your teaching methods is "out of the bag," and you are causing your students to *abuse* the typewriter—to use corrupt practices. What greater abuse can a typewriter receive than improper care and inefficient use of its many parts which are all designed for a specific function.

Why not gear your typewriting teaching methods to help students avoid maltreating or applying incorrect or bad uses to the typewriter? Why not make every



***A classroom atmosphere conducive to developing typewriting efficiency and competency should be created.***

teaching day an opportunity to seek a *better use* of the typewriter and to encourage your students to explore new ways of doing typewriting jobs?

This seems like a big challenge, but the challenge can be met if you will be willing to:

... *create* a classroom atmosphere conducive to developing typewriting efficiency and competency. This can be done by maintaining a relaxed classroom atmosphere and by having complete confidence in your ability to teach thoroughly every phase of typewriting and particularly the operative parts of the typewriter. Your students should acquire complete mastery of each typewriter operative part as it is needed.

... *help* each student learn the nature of typewriting work and something about problem solving. This can be accomplished by your using teaching illustrations and required problem work which are meaningful and timely. Why not set up problems of your own which exemplify time-saving techniques which you know are valid because of research done by outstanding people in the field of business education or because of your own experiences and classroom research results?

For example, when teaching letter problem typewriting, you can help your students understand the nature of the problems and how to solve them by using this procedure:

a. Teach the characteristics of the block letter style, or any other style letter which you wish to emphasize at this point of your teaching, by using textbook examples and chalkboard illustrations.

b. Give one-minute timed writings on the block letter, section by section. Let the first writing be on the date line, inside address, and salutation only; the second writing on the body of the letter; and the final writing on the complimentary close, typed name, official title, reference initials, and whatever other notations may be given.

c. Give a three-minute writing on the entire letter in order to establish a base typewriting rate for each student.

d. Have each student set a new goal which is eight words a minute above his base rate.

e. Again give one-minute writings on each letter section, but this time give quarter-minute call guides. (This means, of course, that your letter copy material will have to be marked according to the number of words in the copy; and each student must decide where he wants to be at the end of each quarter-minute call guide.) On each of these writings, emphasize typewriting no faster and no slower than the new goal.

f. Evaluate the students' work. Reteach if necessary.

g. Give another three-minute writing on the entire letter using quarter-minute call guides; follow this with still another three-minute writing on the entire letter without the call guides but with emphasis upon typewriting no faster and no slower than the goal each student has set for himself in terms of his original base rate.

***Assured of Success***

This procedure is sure to accomplish its purpose and produce increased letter-copy typewriting rates. Why not try it?

But do not stop now! Go a step further and give five-minute writings on the block, modified block, and simplified letter styles, for example, and let your students compare their rates on each. Let them determine why they typed more words a minute on one letter style than on another and why letter-production cost would go up or down when using a certain letter style. This will help them to evaluate critically their

procedure in handling any letter problem and will create an atmosphere in which they may seek better ways of doing such problems.

... work with your students and do remedial teaching the minute you observe a need for it. This means student work must be evaluated constantly. Why not teach students how to evaluate their own work? What better method is there in helping students learn proper typewriting habits than for them to see and correct immediately some wrong practice?

For example, when you see your students erasing improperly, stop the class and demonstrate again correct time-saving erasing techniques. Emphasize a systematic placement of the eraser so time will not be wasted looking for it, and emphasize the use of the margin release key to enable moving the carriage to the extreme left or right margins before erasing.

To create interest and to enhance this learning process, you might demonstrate and time an incorrect erasing procedure and then demonstrate and time a correct procedure. Have your students note the time saved on the correct procedure, and then give them a one-minute writing allowing them to erase. Stress that the correct erasing techniques are to be used.

Later in your typewriting course, or whenever appropriate, you can time your students on the time it takes to make a correction on an original and a carbon copy; then on an original and two carbon copies; on an original only without making the correction on the carbon copy but with strikeouts permitted on the carbon copy; and, on an original and two carbon copies, again permitting strikeouts on the carbon copies. Have your students compare their typewriting rates for each situation and draw conclusions as to why their rates for each writing vary or stay the same. They should also question and come to some conclusion as to whether all carbon copy work should be corrected or whether there are situations when it is acceptable not to erase and thus save time and cost.

... *make* your students cognizant that the reward of a thing done well is to have it done in the best possible time-saving manner.

For example, if your students have ten letters ranging from short to long in length to typewrite would it not be better to have them use a standard 60-space line for all the letters and let the "framing of the letter on the page" come by varying the line spaces between the date line and the inside address? Isn't it quicker for them to operate the carriage return lever a few more times than to reset the margins for each short, medium, and long letter according to the suggested letter space lines found in typewriting textbooks?

... *create* student desire to delve into ways of doing typewriting jobs which are different from the ordinary "run-of-the-mill" routines. This can be accomplished by frequently asking your students "Can you think of a better way to do this?" For example, when you are teaching students how to assemble carbon packs or how to chain-feed or back-feed envelopes, strive to create a learning atmosphere that stimulates "questioning" thinking.

... *never* let a student work at being at work but give a goal, a purpose, the "why" of things, and *show* him a better way to approach his typewriting work.

Tell him *why* interchangeable platens should be used for certain types of office jobs such as typewriting labels, cards—that it saves time; *why* typewriter keys should be kept clean—that it causes the final typewritten product to be neater and

**Teaching the why of operations will often speed the learning process.**

cleaner in appearance; *why* he should not erase without moving the typewriter carriage to the extreme left or right margins—that this will help keep the erasure crumbs out of the typewriter segment where eventually they cause the keys to stick and consequently impair typewriting; *why* he should not continue to typewrite if keys are jammed—that it may cause the keys to become bent and cause them to work improperly; *why* he should listen for the ringing of the typewriter bell—that it will save time because it eliminates the need to look up at or near the end of each line before throwing the carriage; *why* it is necessary to learn how to preposition typewriting supplies—that it saves time in assembling or using these supplies; and *why* he should have control of himself before typewriting—that this is the only way he can produce top quality and quantity work and be happy at the task.

*To create, to help, to work with, to make, to give, to never let, to show*—these are only a few of the *action words* which point the way toward helping your students develop time-saving typewriting techniques. Are you willing to start putting these *action words* into operation today?

Let the telltale to be told about you be “He teaches his students how to avoid and to overcome typewriting abuses, and he strives to find and teach his students “a better use of the typewriter.” # #

### Typewriting and the Future

(Continued from page 7)

is to represent an improvement over typewriting during the fifties.

The field of education needs teachers who can somehow convey the excitement of learning and discovery—

teachers who can infuse students with the desire to raise their levels of thinking, acting, and doing to ever higher levels. It needs teachers who will inspire students to seek after the worthwhile moral, spiritual, and ethical values upon which any great civilization is based. It needs teachers who are willing to initiate, to improvise, and to pioneer; teachers who will be concerned with quality as well as quantity; and teachers who will place a premium upon excellence, an excellence which they will first impose upon themselves.

If we accept this new role for the typewriting teacher and this typewriting plank for the sixties, would it not also help us improve the image of the teacher of typewriting and of typewriting as a part of the future business education curriculum? At present, this image is not in clear focus for many critics of education; they, as well as others, need to be enlightened! Modern camera equipment has built-in, self-adjusting light meters. We need similar “special” meters with which to measure the effectiveness of our teaching practices and to evaluate the typewriting program if the image of typewriting and the teacher of typewriting is not to becloud the film, or give a picture which is clearly “out of focus” to the real and lasting values that we know all students receive from typewriting instruction.

If we can do some of the things which it is hoped this issue of BUSINESS EDUCATION FORUM will challenge us to do, it seems fairly certain that as we enter the decade of the seventies and take another forward and backward look at typewriting, we should be able to say in retrospect that many improvements were made in typewriting instruction and in the business education curriculum during the sixties.

—LAWRENCE W. ERICKSON, *Issue Editor*



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## New for You...

### Publications

#### Administrative Relationships: A Casebook

By Jack A. Culbertson, Paul B. Jacobson, and Theodore L. Reller. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 517 p. \$6.75.

#### Applied Business Law, Eighth edition

By McKee Fisk and James C. Snapp. Cincinnati, Ohio: South-Western Publishing Company. 1960. 568 p. \$3.48.

#### Business Administration, Second edition

By Morris E. Hurley. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960. 488 p. \$7.95.

#### Educational Research for Classroom Teachers

By John B. Barnes. New York: G. P. Putnam's Sons. 1960. 229 p. \$4.

#### The Effect of Emphasizing Production Typewriting Contrasted with Speed Typewriting in Developing Production Typewriting Ability

By T. James Crawford. Cincinnati, Ohio: South-Western Publishing Company. 1960. 32 p. Monograph—Free.

#### Evaluative Criteria—1960

By National Study of Secondary School Evaluation. Washington, D. C.: National Study of Secondary School Evaluation. 1960. 376 p. Paperbound \$4. Hard cover \$5.

#### Personal Typing in 24 Hours, Third edition

By Philip Pepe. New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc. 1960. 64 p. \$2.36.

#### Search for Freedom—the Story of American Education

By R. Freeman Butts. Washington, D. C.: National Education Association. 1960. 16 p. 35 copies for \$1.

### Secretarial Office Practice, Sixth edition

By Peter L. Agnew and James R. Meehan. Cincinnati, Ohio: South-Western Publishing Company. 1960. 618 p. \$3.60.

### Equipment

#### Automated Teaching Device

A "constructed answer" automated teaching device, the Didak 501 permits the optional use of additional information or hints to insure the correct answer with a "second attempt" window. It includes a "clue" shutter for prompts, reference card holder for external information, positive automatic indexing of each teaching item, three teaching item aperture sizes for flexibility in programming, separate paper transport and answer-space shutter controls. Rheem Califone Corporation, 1020 North La Brea Avenue, Hollywood 38, California. \$157.50.

#### Computer

The Univac STEP consists of four units: a central processor with a 26,000 digit capacity; a high-speed reader handling 450 punched cards a minute, a punch unit handling 150 cards a minute, and the high-speed printer. Remington Rand Division of Sperry Rand Corporation, 315 Park Avenue South, New York 10, New York. Rental \$3500 a month.

#### Projection Screen

Autoelectric projection screens are raised or lowered automatically by electricity. They may be installed on the wall or in the ceiling. Radiant Mfg. Corp., P. O. Box 5640, Chicago 80, Illinois. 50 by 50 inches, \$139.50. 60 by 60 inches, \$159.50. 70 by 70 inches, \$179.50.

#### Typewriter Ribbon

The new IBM 5121 polyethylene plastic carbon ribbon is designed to produce accurate and sharp reproduction of the typewritten character. It minimizes "fuzzy" or "clogged" open areas in characters such as the "e" and the "o". International Business Machines Corporation. \$12.50 a doz.

## Introductory Bookkeeping Third Edition,

by Milton C. Olson,  
Ernest A. Zelliot, Walter E. Leidner

Formerly Zelliot-Leidner Bookkeeping, this new edition contains the same, simple approach that established a new pattern for teaching bookkeeping. The realistic workbooks require the student to make all his own entries—not merely fill in parts of problems.

(Available in January, 1961)

**PRENTICE-HALL, INC.**

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## Tested Timed Writings Second Edition,

by M. Fred Tidwell,  
Mary L. Bell, Leonard J. Porter

Typing teachers will welcome this new edition of one of the most popular timed-writing books ever written. It is word-counted for 3-, 5-, and 10-minute timings, as well as for standard words in each line. Special warm-up drills are included. Hard covers; spiral at top.

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# Students Typewriting Tests

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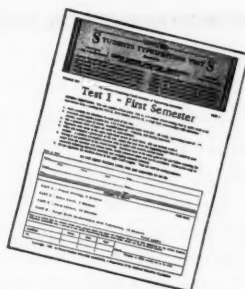
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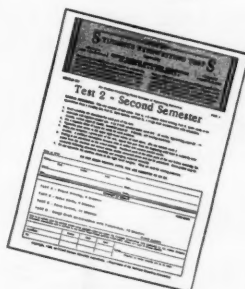
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Certified Typist Certificates

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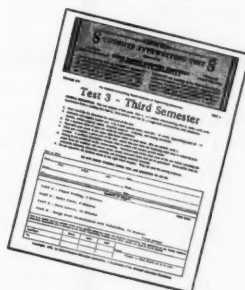
## TEST 1—First Semester

- Part A. Timed Writing
- Part B. Theme Writing
- Part C. Centering
- Part D. Letter Writing



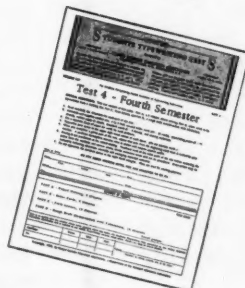
## TEST 2—Second Semester

- Part A. Timed Writing
- Part B. Business Letter with Corrections
- Part C. Tabulation
- Part D. Manuscript



## TEST 3—Third Semester

- Part A. Timed Writing
- Part B. Business Letter with Tabulation
- Part C. Business Forms
- Part D. Rough Draft Manuscript



## TEST 4—Fourth Semester

- Part A. Timed Writing
- Part B. Index Cards
- Part C. Form Letters
- Part D. Rough Draft Memo with Tabulation

**HOW THE STUDENTS TYPEWRITING TESTS ARE BUILT.** The current volume of the Students Typewriting Tests is a revision of its popular predecessors. It retains the general format utilizing problem situations. The copy is updated, meaningful, and interesting. In building the tests, the skills, abilities, and types of information considered essential at the various levels of typewriting achievement usually attained at the end of Semesters 1, 2, 3, and 4 were determined by test experts. Their selection of the items to be included in the tests was based upon the major textbooks in typewriting, studies of typewriting achievement, and actual classroom experience. Specialists in typewriting devised the problems which would most closely measure the achievement to be expected at each of the four levels of instruction - Semesters 1, 2, 3, and 4. The problems were then examined by additional testing specialists for clarity of expression, suitability to the tests' stated purpose, and practicability from the standpoint of administration, scoring, and interpretation of results. A pretest was administered to several classes of students for a tryout to determine students' capabilities of interpreting instructions, to eliminate unwieldy test items, to obtain balance in the test items, and to select those problems and materials that best measure student achievement. Revised tests were then administered to hundreds of students throughout the nation, using a random sampling technique to select the classes in which the tests were given. The students' scores were tabulated and presented in tables of percentile ranks. These norms provide the teacher with a basis for comparison in evaluating student performance in typewriting.


**WHAT THE TESTS ACHIEVE.** The Students Typewriting Tests measure the achievement of students at the end of each of the first four semesters of typewriting. The problem materials are geared to the level of ability expected of students at the end of each of the semesters regardless of the textbook used and teaching method employed. Part A in each of the tests is a straight-copy timed writing. However, the "heart" of the Students Typewriting Tests is the production-type problems. The problems in Test 1 and Test 2 (Semesters 1 and 2) are geared to the achievement of the students in either a personal-use course in typewriting or the first-year of a vocational course in typewriting. Tests 3 and 4 (Semesters 3 and 4) emphasize production problems typical of those expected of a student preparing for a vocational use of the skill. Although the Students Typewriting Tests are basically tests of achievement, the test materials may be used also for diagnostic purposes. A challenging typewriting course needs to set high standards of achievement. The course objectives can be geared to a predetermined standard on the percentile scale of achievement provided with the Students Typewriting Tests. Students have a tendency to work more effectively when they know what they are expected to achieve.

**STT AND THE TEACHER.** What does the use of the Students Typewriting Tests mean to a teacher of typewriting? First of all, it means that he can measure effectively his students' achievement and compare this level of achievement with other students under similar circumstances. The detailed instructions for administering the tests and for scoring the papers allows little variation in the measurement of the students' production. Nearly every variable that can enter into determination of errors and checking of a typewriting production test has been taken into consideration in the construction of the tests and the preparation of the scoring instructions. The use of the Students Typewriting Tests means that the instructor has provided the very best measuring devices for his students. A teacher interested in upgrading achievement in his classes must have some basis for comparison from year to year and from class to class. It means, too, that teaching effectiveness and teaching procedures can be evaluated. The percentile table can be used to determine the extent to which satisfactory educational standards are being maintained in the typewriting classroom.

**STT AND THE STUDENT.** Students really interested in typewriting will appreciate having the opportunity to compare their achievements with those of other students through the table of national norms accompanying the Students Typewriting Tests. Use of the tests will allow the students to gain a better idea of what is expected of them in the business office. Testing specialists and business educators generally agree that typewriting tests consisting of straight-copy material only are unrealistic for measuring the student's practical achievement. For this reason the Students Typewriting Tests place major emphasis on production-type problems. The STT awards are particularly attractive to students and are included as a part of the extensive UBEA awards program. The certificates and pins have a high motivational influence for the student as well as a practical value for the prospective employee.

**THE STUDENTS TYPEWRITING TESTS AWARDS PROGRAM.** An attractive but functional awards program can become a motivating factor in the teaching of typewriting. Students normally thrive on competition, whether with others or with themselves. The UBEA awards program for typists - Certified Typist Certificates and Pins - was inaugurated in response to the demand by administrators and teachers of typewriting for a program operated on a non-profit basis that would afford maximum motivation to the students and at the same time constitute a measure of the ability of the student to produce as a typist. Words a minute constitute the usual measure of ability.

While Students Typewriting Tests are designed to measure ability to do straight-copy work, the major emphasis is on the ability to produce work that usually confronts the typist in office situations. The UBEA awards - Certified Typist Certificates and Pins - are based upon a combination of words a minute and productive ability expressed as "minimum productive rate." Three different grades of certificates and pins are issued - bronze, silver, and gold - designed for three levels of achievement.



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PROFILE OF THE STT's . . . Preplanning and requisitioning the Students Typewriting Tests initiates the program. . . .



Instructions for administering Students Typewriting Tests are complete and easy to follow. . . . The presentation of the Students Typewriting Tests Award is a highlight for both the teacher and the examinee. . . . The competent student finds ready employment in the modern office.



**STT THROUGH THE YEARS.** During the early years of standardized testing in typewriting, the typewriter companies individually and through the Typewriter Educational Research Bureau produced and distributed typewriting tests. In 1942 the responsibility for these tests was transferred to the National Council for Business Education and since the amalgamation of the NEA Department of Business Education and the National Council for Business Education to form the United Business Education Association; the latter organization is continuing the research, development, and distribution of the tests as a service to its membership. The tests are now known as the Students Typewriting Tests. Early volumes were planned and revised by the late F. G. Nichols of Harvard University. Revision of Volume X was prepared by Thelma Potter Boynton, Teachers College, Columbia University, and a special committee appointed by the National Council for Business Education. Later revisions were prepared by Theta Chapter (Indiana University) of Delta Pi Epsilon. Volume XIV was prepared by Ruthetta Krause, Indiana (Terre Haute) State Teachers College, and a committee representing the Research Foundation of UBEA. In the beginning the tests were composed of straight-copy material only. They had as their primary purpose the stimulation of interest in the development of proper technique and operating speed and also the supplying of carefully prepared test copy for use in measuring at regular intervals the results of teaching. More recent editions of the tests stress production as a more accurate measure of a student's ability to perform on the job after leaving the classroom. This is in line with current developments in the thinking and research of business educators concerned with the adequate preparation of competent typists.



**THE STUDENTS TYPEWRITING TESTS AND YOU.** The securing of Students Typewriting Tests and related materials and conducting of a Students Typewriting Tests program can be accomplished with ease. The order form at the bottom of this page can be used in obtaining sufficient copies of the Students Typewriting Tests of the appropriate semester for use with each of your students. Opportunity for advance perusal of the tests is available by ordering a specimen set. It is essential that each student have a copy of the test since the problems and instructions must be exactly the same to permit valid interpretation of the results. Complete instructions for administering, scoring, and interpreting the tests and the test results are included with each order of the Students Typewriting Tests.

Administration of the tests in one class period or two, is left to the discretion of the test administrator, allowing flexibility depending upon the length of class period available. The tests require approximately 45 minutes each to administer. Specific instructions are given on each of the tests as to the quantity of paper and other materials that will be needed. Letterheads and forms required in Test 3 are provided with the test booklet.

Upon completion of the administration of the tests, the papers can be scored easily using the clear and explicit instructions provided in the manual. Charts for computing the mailable words a minute rate achieved on straight-copy timed writings in each of the four tests are included. Scoring instructions for production problem-type tests must necessarily be detailed to permit uniformity in the grading of students. However, the test administrator will find that he can score the tests with ease after he has checked two or three papers and familiarized himself with the procedure.

The test papers can be used diagnostically to determine weaknesses of classes or individual students. The problem-type test also permits an analysis of the type of errors most frequently occurring that would prevent a student from obtaining or holding a job in business where typewriting skill is required.

Test scores can be taken into consideration in the over-all grade or mark given to individual students for the semester. The culminating activity of the Students Typewriting Tests program is the presentation of the appropriate Certified Typists Certificates and Pins to the students.

**HOW TO ORDER THE TESTS.** The Students Typewriting Tests can be shipped immediately upon receipt of order, but at least 10 days should be allowed for delivery. Students Typewriting Tests are available only in multiples of 10 copies of the same test. Orders of \$2 or less should be accompanied by payment. Orders unaccompanied by payment will be billed with postage and insurance charges added.

#### PRICE LIST

These prices apply to tests of the same number (Test I, II, III, or IV) purchased in multiples of 10.

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70 tests and 3 manuals	3.85
80 tests and 3 manuals	4.20
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Specimen set (1 copy of each test and manual)—\$1.50.	

#### HOW TO ORDER THE AWARDS.

The Certified Typist Certificates and Pins may be obtained for any typewriting student who is enrolled in a school using the Students Typewriting Tests. The certificate can be inserted easily in a billfold so the student can display it conveniently when applying for a position. The pin, designed and manufactured by one of America's best jewelers, is attractive. Information on computing the Minimum Productive Rate used in determining eligibility for certificates and pins and an order form for the awards are enclosed in each shipment of Students Typewriting Tests.

To: United Business Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

Volume XIV

Please enter my order for Students Typewriting Tests as follows. I enclose \$ \_\_\_\_\_ in payment.

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- \_\_\_\_\_ copies of Test 4 (multiples of ten)
- \_\_\_\_\_ specimen sets

Students Typewriting Tests are packaged and sold only in multiples of 10 copies of the same test. Because the tests are sold on a low-cost basis we must require remittance with order or official Board of Education or school order forms.

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School or Organization \_\_\_\_\_

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## UNITED SERVICES

### GUIDANCE

LLOYD GARRISON, Editor  
Oklahoma State University  
Stillwater, Oklahoma

### DO YOUR BEST STUDENTS GO INTO TEACHING?

Contributed by GORDON F. CULVER  
Oklahoma State University, Stillwater, Oklahoma

Business teachers today are better prepared than ever before to carry through on their teaching responsibilities. Their background and preparation in the fundamentals of business and their understanding of business concepts are perhaps stronger than those of any previous generation of business teachers. Their understanding of the psychology of learning and skill development is without a doubt more thorough than was that of their predecessors. The methods of teaching and the instructional materials available to business teachers are better than at any time in the history of American business education. Also, teachers' salaries are at an all-time high; and great improvement has been made in the physical surroundings in which business teachers work.

With all this improvement in the status of business teachers, at least one area remains in which a majority of us fail to live up to our responsibility. This is the area of inspiring *outstanding* high school and college students to choose careers in teaching.

**Encourage Talented Students.** To encourage talented students to enter teaching is as much a responsibility of the business teacher as it is for him to bring his short-hand students or his clerical practice students to a point of employability by the end of a school term.

The business teacher is ideally situated to influence young people in their choice of careers. Perhaps no other teacher has as many opportunities as does the business teacher to observe in his students such qualities as desirable personality and character traits, knowledge of the subject, degree of influence, and interest in working with young people. Why, then, do we fail to meet this important aspect of our responsibility?

Some business teachers do make a conscientious effort to locate outstanding students and to interest them in teaching, but they are ineffective because their actions speak louder and are more influential than their words. They counsel with these students and tell them of the satisfactions and rewards of teaching; then by their actions they proclaim that teaching is monotonous, frustrating, unchallenging, and unstimulating. Many business teachers do nothing one way or another to encourage or influence young people in their choice of a profession. Teachers in both categories are doing a disservice to business education.

**Business Teacher Recruitment.** During the past five years, much space in business education publications has been devoted to business teacher recruitment and what might be done to alleviate the shortage of *good* business teachers. Among the suggestions made to business teachers are the following:

1. Seek out and counsel with students who are outstanding prospects for future business teachers.
2. Provide opportunities for prospective business teachers to assist in business classes or in some way to experience some of the responsibilities of business teachers.
3. Acquaint guidance counselors with the personal qualities and the professional preparation that are required of business teachers today. Also, ask them for their help in guiding capable students into business teaching.
4. Encourage participation in Future Teachers of America clubs and Future Business Leaders of America chapters in which a more intensive study can be made of the teaching profession.
5. Take interested students to conventions and other special meetings of business teachers.
6. Provide interested students with the opportunity to visit and counsel with outstanding teacher-trainees from business teacher education institutions.

(Please turn to page 36)

ZENOBIA T. LILES, Editor

State Department of Education, Atlanta, Georgia

## FORMAL IN-SERVICE INSTRUCTIONAL PROGRAMS FOR STENOGRAPHERS

Contributed by ALICE HARRISON

Michigan State University, East Lansing, Michigan

When businessmen speak at professional meetings, they often remark: "Give your students the fundamental learnings of reading, writing, and arithmetic. We will give them the office skills." These remarks often raise the questions that follow.

*To what extent are businessmen providing these office skills?* Check sheets were mailed to 941 companies with in-service instructional programs for beginning stenographers. Of the 701 companies who returned the check sheets, only 66 stated that instructional programs were in operation; 36 of the companies participated in the study. Through payment or partial payment of tuition and through promotion upon the completion of courses pertaining to the present job assignment or possible future job assignments, it was found that other companies are encouraging employees to acquire additional education at business colleges, colleges, or universities.

*Why have formal programs for beginning stenographers been established?* According to company representatives, the chief reasons for establishing instructional programs for beginning stenographers and for maintaining these programs at the present time are the same: (a) to supply remedial instruction for inadequately prepared typists, stenographers, and secretaries; (b) to provide background knowledges and skills for workers in preparation for promotion or transfer; (c) to provide orientation to the company; and (d) to teach technical information related to the company.

*Are the persons in these programs graduates of high school business programs?* To determine whether the persons in the formal in-service instructional programs for beginning stenographers were recent graduates of a high school stenographic program or whether they were persons who had taken a few business courses for personal use with no intention at the time of acquiring an employable skill, ten of those who had benefited from the instructional program of each participating company were requested to provide information relating to their educational backgrounds.

Many of the 307 employees who responded had majors or minors in business. The employees (87.5 percent) had had a year or more of high school preparation in typewriting, and over one-half had studied typewriting in high school for two years or more. Four-fifths of the

workers surveyed had had a year or more of high school shorthand, and 40 percent had been enrolled in high school shorthand for two years.

*What subjects are taught in the programs?* In three-fourths or more of the companies that participated in the study, formal classes were conducted in orientation to the company, shorthand and transcription, and typewriting. Several programs also included formal classes in human relations, business correspondence, filing, duplicating machines, computing machines, business or general mathematics, telephone etiquette, and secretarial practice.

*What are the objectives, content, and standards?* Because formal classes in typewriting and shorthand were taught with much greater frequency than the other business subjects, only the objectives, content, and standards used by the instructional-program instructors for typewriting and shorthand are presented here.

Twenty-seven companies included typewriting in their programs. The major objectives for typewriting classes were (a) to provide remedial instruction to prepare for the initial job with the company; (b) to provide remedial instruction in preparation for advancement or transfer in position; (c) to teach care of the equipment; (d) to orient personnel to forms and equipment used by the company; and (e) to develop mastery in the area.

Approximately 25 instructors of typewriting drilled the personnel on erasing, the handling of carbon copies, ribbon change, tabulation, letter styles and placement, and the cleaning of the typewriter. The course content in the majority of the companies also included straight-copy rate improvement, technique improvement, variable line space control, company forms, production typewriting, telegrams, and materials and work organization.

Twenty-one of the 27 companies teaching typewriting figured straight-copy rate on the basis of gross words a minute or net words a minute. The twelve programs using net words a minute listed a minimum between 30 and 55 words a minute. A minimum gross words a minute typewriting rate range, between 41 and 50, was given by eight of the nine companies using this method.

The minimum standards for typewriting production tests for the majority of the companies were based on mailable copies. Few of the companies gave minimum words-a-minute production rate. Only one company required perfect copies (no erasures).

Thirty-one of the 36 companies included shorthand and transcription in their instructional programs. The chief objectives of the shorthand and transcription classes were (a) to provide remedial instruction in preparation for advancement or transfer, (b) to provide remedial instruction to prepare for the initial job, (c) to



develop mastery in the area, (d) to orient personnel to the duties and importance of the job and to forms used by the company, and (e) to teach technical information related to the company.

In more than 90 percent of the companies, the course content included building speed and accuracy in transcribing of shorthand notes, building speed and accuracy in writing and reading of shorthand notes, and building higher dictation rates. Over one-half of the companies also included using the dictionary, building vocabulary through technical and general business terms, drilling on brief forms, and teaching materials and work organization. It was found that 13 companies repeat shorthand theory.

In 24 companies, 80 words-a-minute dictation was the minimum. Very few of the companies were in agreement about the length of the dictation period.

A majority of the companies did not show a minimum transcription rate, and very little agreement was indicated among the companies who listed a minimum rate. The companies were divided on the quality of work required as fourteen required mailable copies, five required perfect copies, and seven permitted correctible copies.

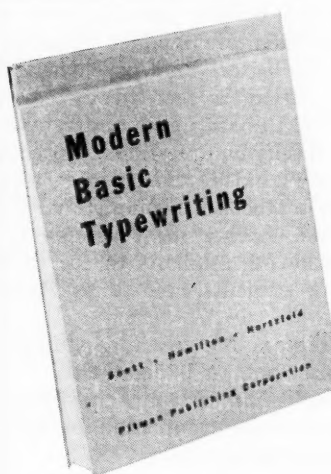
*Does a gap exist between high school and business standards?* Some of the findings of this study indicate that a gap does exist between high school business department standards and business employment standards for beginning stenographers: (a) formal in-service instructional programs for beginning stenographers do exist and the majority of these programs are maintained in order to supply remedial instruction for inadequately prepared stenographers; (b) one-half of the companies require all new stenographic employees to participate in the in-service instructional program; (c) other than orientation to the company, typewriting, shorthand, and transcription are most frequently taught in the programs; yet (d) most new employees in these in-service programs have had a year or more of high school instruction in typewriting, shorthand and transcription; and (e) very few employees have had business preparation beyond the high school.

From these findings, which confirm the gap between business and high school business department standards for beginning office workers, the question arises: What are the minimum skills that businessmen expect beginning office workers to have? This study attempted to answer this question as it related to typewriting, shorthand, and shorthand transcription for beginning stenographers. However, the companies show little agreement in the minimum standards for the straight copy and production typewriting and shorthand transcription with regard to rate, length of tests, and methods of computing rates. Two-thirds of the companies do agree that 80 words-a-minute dictation is the minimum, and approximately one-third of the companies give five-minute dictation tests. Almost one-half of the companies teaching shorthand transcription require mailable copy on

the transcripts; and over one-half of the companies require carbon copies, neat erasures, and good placement of the letters.

Since companies show little agreement with regard to the minimum standards and because business teachers will have difficulty in narrowing the gap without a knowledge of what is expected of their products, business teachers should take the initiative in cooperating with businessmen to arrive at mutually agreeable standards and methods for computing these standards for typewriting, shorthand, and shorthand transcription.

# #



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R. NORVAL GARRETT, Editor

Southeastern Louisiana College, Hammond, Louisiana

## TEACHING BOOKKEEPING STUDENTS HOW TO USE THEIR TEXTBOOKS

Contributed by R. E. FAIRBANK

State University, College of Education at Albany  
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Authors and publishers now provide a variety of well-organized bookkeeping textbooks that are designed to appeal to students and to facilitate student learning. The content is organized in logical and psychological patterns; the reader's attention is focused by color, illustrations, and reminders; thinking and understanding are promoted through discussion questions, projects, drills, problems, tests, study guides, and practice sets. Nevertheless, none of these textbooks is completely self-instructional. The classroom teacher must assume the major responsibility for inspiring students to use their textbooks and for teaching students how to use their textbooks.

A carefully planned program for teaching students how to use their textbooks—not to be confused with “textbook-centered teaching”—may involve the following four activities: demonstration, group practice, individual practice, and periodic review.

**Demonstration.** Early in the course, preferably before the first reading assignment, the teacher may demonstrate—show and tell—how the textbook is organized, what it contains, and the many ways in which the textbook may be used effectively.

As a first step, the teacher may conduct a quick survey of the preface, the table of contents, illustrations, subheads, key statements, use of color, end-of-chapter aids, glossary, and index. This rapid review not only acquaints the students with the more obvious physical features of the book, but also provides a good opportunity for the teacher to create some student enthusiasm for the book. One way of doing this is to inject some “personal asides” about the author: who he is, what he does, or what he said at the recent business convention. Properly presented, these comments help to “bring the author to life” and to create some feeling that the author is actually talking to the student through the medium of the textbook.

Following this general overview, the teacher may concentrate on intensive analysis of the first chapter of the textbook, pointing out the author's use of topical subheadings and key sentences. The teacher may also explain the manner in which technical bookkeeping words and terms are indicated and the way in which illustrations are used to clarify narrative expositions. He may point out the similarities between bookkeeping and

mathematics textbooks and the differences between bookkeeping and English or social studies textbooks. The teacher may also show and tell his students about the following typical end-of-chapter aids and the purposes for which they are designed:

*Reading Check Questions.* Sometimes used as the author's outline for organizing the chapter, these questions can usually be answered sequentially and directly by information presented in the chapter.

*Discussion Questions.* The answers to these questions are not usually found directly in the chapter; rather, the student is required to organize information from several sources and to develop and present an opinion.

*Drills.* These exercises usually require the student to perform repeatedly some rather simple, elementary operations; to do a job rather than to tell how to do it.

*Vocabulary Review.* This usually is a list of words and terms peculiar to bookkeeping. The student should learn the one or more meanings of each word or term; he should be able to explain and exemplify its use and should also be able to spell and pronounce it correctly. The student may be encouraged to add to this list other words from the chapter which are unfamiliar or difficult for him.

*Problems.* These are usually the final end-of-chapter activity, designed to help the student apply and “fix” the basic concepts presented in the chapter. Problems usually require the student to perform bookkeeping tasks of increasingly greater difficulty.

The teacher may follow this chapter analysis with a demonstration of the way in which a typical lesson should be studied. He may begin with “skimming”—the technique of rapid reading to determine the general nature and scope of the material to be studied. (A review of the reading check questions at the end of the chapter may supplement or replace “skimming”.)

“Skimming” is followed by reading for mastery—*study*. At this point the teacher may explain how basic principles and generalizations are distinguished from examples or general descriptive matter. He may emphasize the techniques of repeated reading of key statements; the techniques of “saying it to yourself,” and “saying it aloud.” He may emphasize the importance of continually checking for understanding by asking the question: What does this mean? Since many bookkeeping concepts are presented by illustrations (for example, T-accounts, journals, and statements) the student should be shown that these illustrations, too, must be studied, traced through, and sometimes recopied on separate paper. All too frequently, students have been conditioned by previous experience to disregard tables and illustrations that require thought and analysis by the reader. Disregarding illustrations in a bookkeeping textbook is a “fatal error.”

(Please turn to page 33)

WILLIAM WINNETT, Editor

San Francisco State College, San Francisco, California

## "I DIDN'T KNOW . . ." AND BUSINESS EXPERIENCE FOR THE TEACHER

Contributed by **RUSSELL SICKLEBOWER**  
San Francisco State College  
San Francisco, California

"I didn't know there were so many jobs that my high school students could hold." "I didn't realize that business routine placed so great an emphasis on writing." These were typical comments made by high school business teachers and counselors who participated in the cooperative work-experience programs offered by San Francisco State College during the summers of 1959 and 1960. The programs were intended to serve as a refresher of modern business practice in offices and retail stores and to assist the teachers in relating these practices to their high school classes. What were the outcomes of the program? What were some of the clerical activities engaged in and how can these be related to classroom work?

**About Sales Work.** Many of the participants who worked in retail stores went through an instructional session concerned primarily with learning to complete the forms necessary in handling sales. Ordinary sales slips were included. The teachers learned that the sales person must letter rather than write out in longhand, and that the lettering must be legible and stay within the spacing allowed on the form, that pressure of time and "the customer breathing down my neck" precluded spending the time it would take to readd a column of figures before recording the total on the cash register (in those cases where the cash register was a nonadding one), and that in all of these operations accuracy was more important than speed. From this the teachers concluded that it is necessary for their students to learn to letter rapidly and well, to be able to add a column of figures composed of four or five small amounts (less than \$10) with a much better-than-average accuracy the first time, and to become familiar with the sales tax breakpoints so that they will not have to refer to a printed form for each transaction in which such a tax is involved. The teachers further concluded that these skills could best be learned through role-playing in classes in salesmanship, general business, business arithmetic, or a clerical practice course where actual sales slips, a sales tax schedule, and a cash register of both types might be used. Other forms used in sending and taking merchandise, handling gift requests, and special ordering could be used for variety.

**About Office Work.** The teachers and counselors working in the offices of banks, insurance companies, public util-

ity organizations, oil companies, publishing houses, and the like were impressed with the need to be able to recognize differences in amounts and in spellings. One of the participants was asked to check active membership cards against active address plates both as to name and address. The purpose of this activity was to bring the active address file up-to-date by making a list of names and addresses of new and reactivated members. "This was a very slow moving job because the membership cards were filed in alphabetic order and three sets of address plates were filed in reverse order. I found myself going backward and forward in the alphabet at the same time." This process required intensive concentration in addition to a thorough familiarity with the alphabetic arrangement of names. Another teacher was concerned at one time with balancing incoming checks with payment stubs. Envelopes containing the checks and stubs were to be opened, the contents sorted, the amounts checked for dissimilarities, and adding machine tapes run separately on both the stubs and the check amounts. This called for a quick recognition of like amounts and was followed by a detailed checking from the tapes. He emphasized that all inaccuracies had to be corrected on the tape and that accuracy in machine operation was vitally important.

**General Outcomes.** Other outcomes of these work-experience programs included learning the importance of relating a specific activity to the entire operation of that business. The teachers became "procedures" conscious. They learned that most business operations depend upon the smooth flow of work from one location to another. Furthermore, the teachers found that much of their individual work was not checked immediately for inaccuracies but, instead, was checked later when greater effort would be needed to correct an error. Also, the participants agreed that the image of business as a universally well-run, well-organized machine is a false one. Instead, they believe the "image" should include the flexibility in practice which may be expressed simply as the "exception to the rule." Despite the tremendous emphasis upon mechanized procedures and the place of machines in modern stores and offices, business continues to depend upon persons to make decisions and to handle the data which require concentration and judgment. Also, large numbers of people are needed to fill beginning clerical positions involving the preparation of data for further processing as well as sales and customer-contact jobs where original and handwritten data are created. The teachers who participated in these summer work-experience programs soon recognized these jobs as the ones for which so many of their high school graduates could qualify. # #



AGNES LEBEDA, Editor

Iowa State Teachers College, Cedar Falls, Iowa

## GUIDANCE—A CONCOMITANT PART OF BASIC BUSINESS

Contributed by **BERNADINE MEYER**

Duquesne University, Pittsburgh, Pennsylvania

and **FRANK HOFFMAN**

Mason City Junior College, Mason City, Iowa

"The purpose of guidance is to assist the individual through information, habits, techniques, counsel, attitudes, ideals, and interests, to make wise choices, adjustments, and interpretations in connection with critical situations in his life in such a way as to ensure continual growth in ability for self-direction."<sup>1</sup>

If one accepts this definition as a valid one, then he will, of necessity, recognize the teacher of basic business as one of the most important persons in the guidance program as it affects the business department. In fact, at one stage in the history of basic business, primary emphasis was placed upon the aspects of guidance. The course in general business was aimed toward exploration and investigation of business; its ultimate objective was that the student would become sufficiently informed about business to make an occupational choice which would be in accord with his abilities and interests. Generally speaking, this emphasis has shifted, and the first purpose of the basic business course of today is to help the student to acquire a broad understanding of business *per se*.<sup>2</sup>

Although there has been a change in emphasis, there are still many areas in which the teacher of basic business can (or *must*) include guidance concepts and activities as a fundamental part of the course. Let us examine a few of these areas in order to see how guidance is an integral part of a well-taught course in basic business.

### Areas of Guidance in Basic Business.

1. *Occupational Information.* No teacher of basic business would deny that a great deal of occupational information is a concomitant part of the course in basic business. For example, when the subject of insurance is being studied, the good teacher of basic business will point out to the students the variety of occupations that exist in the insurance field. The whole array of jobs available in an insurance company, ranging from the typist who works in the typing pool to the president of the company, can become the topic for a challenging investigation by students of qualifications, type of work done, and remuneration. The same is true for the areas

of marketing, finance, production, and other segments of business which are studied in the course.

2. *Personality and Character.* Each area of basic business offers opportunity for the teacher to emphasize those elements of personality and character which are necessary for success in business. For instance, in the study of banking, a discussion of the importance of being able to work with the public and the high value placed upon the integrity of the bank teller might well point up the need for possessing good personality and character traits. In practically every unit of the basic business course, these or other characteristics can be emphasized as essentials for the person who wishes to become successful.

3. *Consumer Guidance.* Jones' definition of guidance, quoted earlier, stresses aiding the student to develop the ability to make wise choices. Certainly the basic business teacher will devote some part of the course to consumer information and will teach the students the importance of choosing goods and services wisely. It might be said that the consumer education unit in the basic business course will have the most pronounced effect upon the student's life, since he will be able to make *immediate* and continued application of the principles he learns in this particular unit.

4. *Educational Guidance.* The placement of basic business courses at the freshman-sophomore level forms a "natural" for educational guidance on the part of the teacher. Here is provided the rare opportunity of selling the business department of the school by giving the students information about the courses that are offered within the school. Should the teacher so desire, this bit of educational guidance could be carried a step further with some time spent on educational guidance in business education beyond the high school. Discussions of evening schools, correspondence schools, collegiate schools of business, private business schools, and inservice instructional programs would be appropriate.

5. *Economic Citizenship.* Education for citizenship is of the very essence of the basic business course. An understanding and appreciation of the American capitalistic economy is one of the fundamental objectives of basic business. The importance of being able to participate intelligently in the economic community cannot be emphasized too much in our educational pattern. The disinterested attitude of the public as a whole in respect to the rights, privileges, and duties of the citizen is truly appalling. Nor can the basic business teacher say, "That is the job of the social science teacher," for the basic business teacher is (or should be) the logical person to impart information regarding the American economic system.

<sup>1</sup>Jones, Arthur J. *Principles of Guidance*. New York: McGraw-Hill Book Co., Inc., 1951. frontispiece.

<sup>2</sup>*Let's Educate Youth for Effective Business Life*, Monograph 98. Cincinnati: South-Western Publishing Co.

**Methods of Providing Guidance.** Some concepts of providing the guidance function as it affects each of the above areas have been listed in connection with each of them. Following are some of the more general methods of providing guidance, with indications as to how these methods might be used.

1. *Classroom Discussion.* This is probably the most-used method in providing occupational information, defining desirable personality and character traits, and outlining the elements of what makes for good business citizenship. The important thing in class discussion is to get the students talking and thinking—to get *all* of them participating. If necessary, the teacher might introduce a controversial issue to stimulate thinking.

2. *Class Activities.* Activities and projects are a “must” in all areas of basic business. For instance, the class can carry out an experiment in consumer education by testing a product. Especially memorable to one of the writers is the time that his class decided to test the what-was-then-new prepared cake mixes. One day eight chocolate cakes appeared in class (baked by the girls—the boys furnished milk). The cakes were duly coded with only the teacher knowing the brand name. Each student sampled and judged each cake on the basis of color, texture, flavor, and so forth. The results were tabulated and a decision reached as to the best cake mix. Incidentally, it was a midmorning class and no one was very hungry at lunchtime that day!

The same class did a survey of the town to determine the types of business organizations which made up the business community. In obtaining the necessary information, class members had contact with the businessmen in the community and learned much about business organization and some of the problems associated with the successful operation of a business.

3. *Cooperative Development of Projects.* Asking students to work together in communities to develop class projects is an excellent way of teaching cooperation with others. Each student must bear his share of the load to make the project truly successful. Sometimes a bit of “doing” on the part of the teacher is required to be certain that all students on the committee do participate and do their full share of the work involved. A good cooperative project, well done, is a source of pride to those who have completed it and provides an excellent opportunity for students to learn to work together.

4. *Other Out-of-Class Activities.* Sending students to interview a recent graduate who is now working in business can be a worthwhile activity. The gap in age and status between the two is not so great as that between a student and a businessman. If the students report to the class the advice of a person who has not been out of school for long, the occupational and vocational information becomes more meaningful to the present students.

**Guidance Is Challenging.** The possibilities for guidance in the basic business class are limited only by the imagina-

tion of the teacher. Guidance is challenging, and the means by which it can be accomplished are many and varied. A few minutes or hours spent in reflective thought can provide any number of ideas which can be successfully applied in the basic business class with the result that much good will be accomplished and the student will be better equipped for business after graduation.

# #

## How To Use Bookkeeping Textbooks

(Continued from page 30)

The teacher may then demonstrate the use of reading check questions to measure mastery of the textual material—the process of answering the questions without referring to the reading, then verifying the accuracy and adequacy of the answer by checking with the book.

**Group Practice.** Following the demonstration, the teacher may make a typical assignment and execute this assignment with the students during class time. This teacher-lead group practice will give each student the experience of using the textbook in the right way and will enable many students to perform the job independently and correctly at a later time. During this practice, the teacher may actively involve students by calling on them to explain to the group what is to be done and why.

**Individual Practice.** The development and refinement of skill in the use of the textbook is ultimately a matter of extensive individual practice. Students must be allowed to progress at their own speed, to identify and overcome their individual learning problems, and to discover what techniques are most effective for them. To aid students in this task, the teacher may provide some opportunities for individual study under direct teacher supervision. During these study times the student has ideal conditions in which to master the skill, he has access to teacher help, and the teacher can volunteer aid when it is needed.

**Periodic Review.** A thing once taught is not necessarily learned, nor can the teacher rely on students to master habits of good textbook usage as a result of one day's demonstration and practice. Students need to review the technique of using the textbook. The teacher may, therefore, periodically require students to explain and demonstrate how an assignment is properly done, how the various aids are used, how material is properly read, how to identify generalizations, and how to trace an operation through an illustration.

This review of study habits will occur quite naturally if, as each discretely new type of activity is encountered (for example, practice sets and study guides), the teacher points out variations in the basic pattern of using textbooks and related materials.

The gain in student learning resulting from effective use of the textbook will exceed, by far, any loss of formal bookkeeping instructional time. Students who really understand how to use their textbooks and who are inspired to use their textbooks will literally teach themselves bookkeeping.

ALVIN C. BECKETT, Editor  
San Jose State College, San Jose, California

## STARTING A BUSINESS—A PROJECT IN DISTRIBUTIVE EDUCATION

Contributed by **GEORGE A. CHAMBERS**  
Washington Community Schools, Washington, Iowa

How much did our students really learn in units concerning location, layout, organization, store policy, advertising and promotion, business research, opportunities in retailing, bookkeeping procedures and expenses of operating a business, where to obtain business information, and similar areas? This question is probably in the minds of most coordinators when the close of the school year is but a month or two away. A possible answer to the question can, with certain limitations, be ascertained through the use of a summary project—"Starting a Business."

Such a project may be presented to students in the following way: "You have just inherited \$25,000 and you are interested in starting some type of business. You are to determine what type of business you would like to start and believe would be successful in our community. You may join with another student in working this project if you both are interested in starting the same type of business. This project will take approximately three weeks to complete; therefore, you are expected to have a detailed report and reach a decision concerning the possible success of the business, based on the information you obtain. It is suggested you approach the problem by using the following outline:

- I. Selecting a retail business
  - A. Select a business that you would like to start.
  - B. List and discuss the qualifications needed for success in the type of business listed in A above.
  - C. List and compare your qualifications with those you listed in B above.
  - D. Would you start a new store or buy an established store? List your reasons.
- II. Determining the need for the type of business selected
  - A. Determine the trade area of the community—prepare a map of the trade area. (Such information is usually obtainable from local Chamber of Commerce)
  - B. Determine the population in the trade area.
  - C. List your possible competitors within the trade area and evaluate potential competition. How could you provide better service, better prices, better facilities, or mainly a better business?
  - D. Obtaining further information
    1. Discuss with businessmen your ideas and proposed business.
    2. Conduct a survey to determine customer needs, interests, buying habits, and the like. (Two students, interested in starting an apparel store for teen-agers, queried members of the student

body to learn their buying habits, money spent, services wanted, and general reasons for making purchases of this kind.)

- III. Financing the business
  - A. Estimate potential sales volume based on trade area, population, competition, and other factors. Use the "U. S. Census of Business—Retail Trade."
  - B. Estimate the amount of capital required for merchandise inventory, store fixtures and equipment, preopening expenses, granting credit, and capital for contingencies.
  - C. List the sources for obtaining the additional needed capital. What will it cost you to obtain the additional capital? (It would be helpful to have a resource person from a local lending agency discuss with the students the requirements and possibilities for obtaining the necessary financing.)
- IV. Selecting a location and a building—assume you can obtain any building in the shopping district
  - A. Select a location and give reasons why you selected that exact location.
  - B. Would you rent or buy a building? Give reasons why you believe it best to rent or buy.
- V. Layout of your store
  - A. Draft a layout for your store. Be sure to include merchandise sections and show the flow of traffic.
  - B. Give reasons to justify your layout.
- VI. Policies of your store—briefly describe the policies you will have concerning
  - A. Personnel
  - B. Merchandising
  - C. Pricing (including markup and markdown)
  - D. Buying (estimate desired stock turnover)
  - E. Sales promotion (include opening promotion)
  - F. Service
  - G. Credit
- VII. Summary of reasons for possible success or failure of your proposed business
- VIII. List of information sources employed"

**In Conclusion.** It is believed that the use of this project will benefit distributive education by (a) serving as a review of information already presented to the students, (b) requiring *application* of facts already learned in school and on the job, (c) requiring students to visit with and seek the advice of businessmen in the community—a good *public relations* technique, (d) meeting the *interest* of all students—particularly those students who have not been placed in a distributive occupation of their first choice, (e) further stimulating interest in the distributive field and helping to point out the *potential opportunities* in the field, (f) requiring the use of *source materials* that are important for business success, and (g) requiring the *organization* of business facts and the *evaluation* of those facts to arrive at a sound business decision.

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## SHORTHAND AND TYPEWRITING SKILLS REQUIRED BY BUSINESS

Contributed by **ROBERT GRYDER**  
and **LOHNIE J. BOGGS**

Arizona State University, Tempe, Arizona

There has been much discussion as to what are the vocational skill levels required by business and industry in the areas of typewriting and shorthand. There has been some research in this area and there has been even more talk, but for the most part the levels of competency have been a matter of conjecture, opinion and whatever the various individuals doing the talking thought were required in their particular localities.

In an attempt to determine a representative cross section of typewriting and shorthand skill levels required by businessmen at the present time, permission was granted to survey selected branch offices of Manpower, Incorporated. This agency was selected because of its reputation as an employer of office personnel and because of its nation-wide branch office structure.

Forty-five selected cities in 33 states were used as our survey sample. A 100 percent response was received in reply to the questionnaire from Manpower's branch offices.

In the original letter to the branch managers, they were asked to respond to the three survey questions which follow:

1. What typewriting skill is requested by most of your clients?
2. What shorthand skill is requested by most of your clients?
3. What single personal trait do most employers request?

In an effort to insure a high response, and to simplify the returns, the specifications "three-minute writing, five-minute writing, new material, previewed material, office-style dictation, and so on" were eliminated. It was believed that businessmen would be more interested in a full day's work rather than short speed timings.

**Typewriting Skill Requirements.** In an effort to present the findings in the most readable and easily understood manner, the several questions will be presented in tabular form along with a brief interpretation of the response to each.

It is interesting to note that Nashville, Washington, Miami, Seattle, Greensboro (North Carolina), and Albany (New York) reported that a rate higher than 60 WAM for typewriting skill was requested. This survey revealed that 50 WAM was standard for most companies;

**MARGUERITE CRUMLEY, Editor**

State Department of Education, Richmond, Virginia

TABLE 1.—TYPEWRITING SKILL REQUIREMENTS

<i>Skill Required</i>	<i>Number of Branch Offices</i>
Below 40	0
40	1
50	23
60	15
Higher than 60	6

however, it is well to note that 15 of the 45 branch offices, one-third, required 60 WAM for most typewriting positions.

**Shorthand Skill Requirements.** The second question covered shorthand skill. Results indicated that four of the branch offices, or 9 percent, requested 120 words a minute in shorthand performance. A tabulation of the findings of this question follows:

TABLE 2.—SHORTHAND SKILL REQUIREMENTS

<i>Skill Required</i>	<i>Number of Branch Offices</i>
Below 80	0
80	14
100	27
120	4
Higher than 120	0

San Francisco, Washington, Albany, and Kansas City stated that 120 WAM was requested for most secretarial openings in their areas. It is of further interest to see that the maximum typewriting and shorthand skill level was requested by both Washington and Albany branch offices.

This finding tends to substantiate the comment Hamden L. Forkner, Professor Emeritus, Teachers College, Columbia University, made on April 15, 1960, while addressing the Western Business Education Association Convention in Phoenix, Arizona. Dr. Forkner remarked: "Teaching shorthand up to 120 WAM is a ritual. Since business does not require that much speed, teachers should change their thinking about certain goals of achievement."

Some of the shorthand oriented teachers among us may find the Forkner statement controversial. Nevertheless, it requires a re-evaluation of the emphasis placed on 120 and 140 goals which many of us insist upon. Doubtless, there will always be top-level positions demanding this high skill; however, the question at hand is can 120 WAM be justified as a goal for all students.

**Personal Traits Requested.** Perhaps the most significant finding of this study was the response to the third question: What single personal trait do most employers request? These results are shown in Table 3. (*Over, please*)

TABLE 3.—PERSONAL TRAITS

Trait	Number of Responses
Grooming	12
Dependability	9
Intelligence	5
Ability to get along with people	4
Adaptability	4
Promptness	4
Attitude	3
Interest in the job	3
Beauty	1

In this day of rapid technological advancement, it becomes contingent upon the teacher to recognize and accept the challenge of stressing grooming, dependability, and the ability to follow through on assigned tasks promptly and cheerfully. Development of these personal traits are necessary so that our vital human factors and the dignity of work will not be lost in this wonderful age of automation.

From the results of this brief survey, it would appear that businessmen expect more than the day-to-day office skills for today's typists and stenographers. A typist may be reasonably safe with 50 words a minute, but the findings revealed that 60 words a minute would be of great help. One hundred words a minute in shorthand would appear to be adequate. However, a skill of less than 80 words a minute would be unacceptable. From the responses received, it becomes clear that assisting students with desirable personal traits cannot be neglected. The two most frequently mentioned personal traits were grooming and dependability. # #

## HOW TO TEACH BUSINESS SUBJECTS

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## Do Your Best Students Go Into Teaching?

(Continued from page 27)

Although all of these suggestions are commendable, I believe the most important factor is the *positive, living example of the master business teacher*.

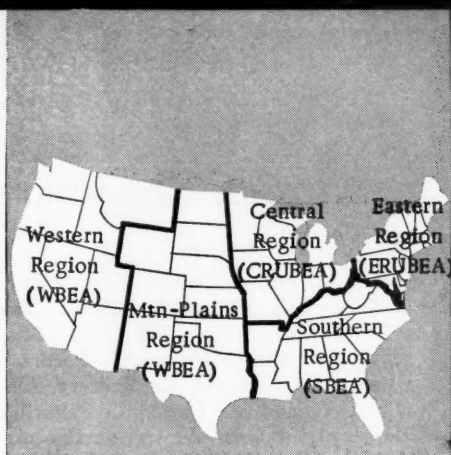
**A Personal Interest.** The teacher's personal interest in his students' welfare and his attitude toward teaching as reflected in the classroom; in his association with students, parents, and other teachers; and his activities and standing in the community are all of great importance to young people who are at an impressionable period of their lives. High school and college students have the maturity to be cognizant of teachers who enjoy what they are doing; who are proficient in their teaching; who are systematic, fair, and consistent in their associations with students; and who inspire students to put forth greater effort than the students ever thought possible. They are aware of teachers who are sincere in their efforts to instill in young people the desire to excel and to be happy in one's choice of a profession. They are appreciative of the teachers who have looked for and found a particular talent or strength and who have then set about to encourage students with these talents and strengths to develop them to the utmost. High school and college students are affected by their teachers in these ways!

The school term is now well underway. You should know your students quite well by this time. Certain students in your classes are showing signs of possessing the personal attributes and the qualities of scholarship and leadership that are desirable for business teachers to possess. As soon as possible, these outstanding prospects should be approached about the possibilities of careers in teaching. They should be acquainted with the many advantages of teaching and the many rewards that a teacher enjoys from working with young people.

To improve your chances of being successful or instrumental in guiding a prime prospect into business teaching, the teacher should take inventory of himself. Do you set an example in the classroom that causes your students to want to be like you? Do you conduct yourself both in and out of the classroom in such a way that you influence your students to want to be a part of a profession that can mean so much in happiness, helpfulness, and well being? Do you contribute more than your share to the promotion of a harmonious, cohesive professional attitude among members of the faculty? If so, the possibilities are very good that your efforts to guide outstanding young prospects into the business teaching field will be successful.

With this type of teacher in the classroom, the area of business education is certain to get its share of young people with *outstanding potential* who want to become business teachers. And as these young teachers join forces in the profession with the teachers who inspired them, business education will surely continue to gain in prestige and stature.

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## NATIONAL, REGIONAL, AND AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and news of special projects of the United Business Education Association, UBEA Divisions, unified regional associations, and the affiliated state and local associations are presented in this section of BUSINESS EDUCATION FORUM. UBEA is a Department of the National Education Association. The UBEA unified regional associations are autonomous groups operating within the framework of the national organization; each unified association is represented by its president at meetings of the UBEA Executive Board. Affiliated state and local associations cooperate with UBEA in promoting better business education; each affiliated association has proportional representation in the UBEA Representative Assembly.

### Teacher Education Division

Russell J. Hosler, president of the National Association for Business Teacher Education, has announced the appointment of a Curriculum Research Committee. The committee is charged with the responsibility of preparing a document that emphasizes the positive and necessary role of business teacher education supported by factual data and information concerning the business teacher education program. Lewis R. Toll of Illinois State Normal University has been named chairman of the committee. The work of the committee is to be coordinated with that of the Commission for Business and Economic Education and the Associated Organizations for Teacher Education.

At the summer meeting of the NABTE Executive Committee, it was decided that the theme, "New Dimensions in the Preparation of Business Teachers" would be used for the 1961 convention. A form was mailed recently to NABTE representatives and to comprehensive service members of UBEA for use in indicating the discussion groups in which the members prefer to participate. The convention will be held at the Conrad Hilton Hotel in Chicago, Illinois, on February 23, 24, and 25. The sessions will be concurrent with those of the other UBEA Divisions and the American Association of Colleges for Teacher Education.

"Frontiers in Business Teacher Education" is the title of BULLETIN 72 released in October by NABTE. The BULLETIN contains the summaries of the discussion groups at the 1960 convention of the association and the addresses given by Lindley J. Stiles, Dean, School of Education, The University of Wisconsin; W. George Pinnell, Associate Dean, School of Business, Indiana University; and John R. Emens, President, Ball State Teachers College, Muncie, Indiana. Harry Huffman, Virginia Polytechnic Institute, Blacksburg, is editor of the NABTE Bulletins. Five copies of each BULLETIN are mailed to institutional members. Comprehensive members of UBEA can secure a free copy by using the Clip 'n Mail coupon on the wrapper of this issue of the FORUM.

**NATIONAL WORKSHOP . . . Right:** Marion B. Folsom, former Secretary, Department of Health, Education, and Welfare, is shown with a group of participants. Left to right are Dr. Folsom, L. L. Carpenter, L. B. Goularte, Justine E. Nester, R. S. Perry, B. E. Gerdes (standing), A. E. Barron, and J. O. Gallagher.



**Left:** G. M. Peterson, General Manager, Public Service Electric and Gas Company, Newark; and K. P. Woods, Assistant Vice President, American Telephone and Telegraph Company, New York City, were among the guest speakers. Left to right are L. B. Goularte (standing), H. D. David, Lucille S. Borgio, L. Webb, Mr. Peterson, Mr. Wood, and F. W. Rossomando.

### National Workshop on Economics for Business Teachers

The National Workshop on Economics for Business Teachers held at Montclair State College, Upper Montclair, New Jersey, from August 14 through September 1, 1960, provided a spirited stimulus to its business teacher participants "to do something about" the economic illiteracy now existing among most of the secondary school population. A new realization of the important part business education has in the teaching of economic concepts was a most apparent outcome.

Excellent leadership provided by the Joint Council on Economic Education, directed by M. L. Frankel, brought to all participants a new insight into the significance of economics on the local, national, and international levels. The Young Presidents' Organization, through its monetary support of the workshop as well as the active participation of some of its members, brought to the participants a greater realization of the desire on the part of businessmen to inform better our school youth concerning economic understandings. UBEA, the third sponsor of the workshop, is anxious for business education to assume its rightful responsibilities in the teaching of economic principles. Milton C. Olson, State University, College of Education at Albany, New York; and Theodore Yerian, Oregon State College, Corvallis, were the two UBEA directors for the workshop.

Teams consisting of two high school business education teachers and a professor of business education from specifically designated geographical areas made up the list of participants of the conference.

The following objectives evolved from the discussions of the members of the workshop:

1. To strengthen the content knowledge of economic principles.
2. To explore the possibilities for incorporating economic concepts into the teaching of business subjects.
3. To prepare instructional materials to be used in specific business classes during the coming school year.
4. To develop a plan for reporting a year later on the results of individual teaching experiences.
5. To encourage the organization of area workshops and to promote any other activities thought desirable to spread economic learning throughout the country.

Workshop participants were divided into six curriculum committees of approximately ten members each for the purpose of studying ways to incorporate economic principles into specific business subjects. Because almost one-half of the workshopers were teaching or planning to teach general business during the coming year, three of the six committees devoted their attention to this subject area. The other three committees concerned



## National Workshop on Economics for Business Teachers (Continued)

themselves with advanced general business, bookkeeping, and economics respectively.

Individually prepared "Plans of Action" for the current school year indicate that members of the workshop intend to attack the problem of economic illiteracy from many angles. The following statements indicate the scope of these activities.

1. Use the ideas and materials developed in the workshop in the classroom, beginning immediately.

2. Cooperate in many different ways with the Joint Council on Economic Education, the United Business Education Association, and the Young Presidents' Organization to further economic understandings.

3. Seek participation in professional business education association meetings, local, state, and regional levels for the purpose of furthering economic education.

4. Encourage the development of strong economics library listings.

5. Assist in organization of groups of economists to work with business teachers.

6. Make greater use of resource persons from labor and management.

7. Work closely with state departments of education to build interest in economic education in the secondary schools.

8. Encourage teacher certification officials to make basic economics a minimum requirement for business teachers.

9. Seek opportunities to write articles for professional journals concerning the need for economic understandings for all.

10. Cooperate closely with other workshop team members in every way possible.

11. Work to strengthen economics courses on the college level.

12. Work closely with schools of business administration in order to develop a strong bond of friendship and an understanding of the responsibility of business education.

13. Make a sincere effort to acquaint other secondary departments, administration, and guidance personnel with the need for economic education.

14. Seek cooperation from as many agencies as possible, such as National Office Management Association, Chambers of Commerce, service and civic clubs in the activities of the business education program emphasizing economic understandings.

15. Develop new courses in economics for the secondary level wherever practical.

16. Encourage inclusion of economic principles in adult courses.

17. Make greater use of materials available through the Joint Council on Economic Education and other groups.

18. Revise course syllabi to incorporate economic principles where appropriate.

19. Promote research work set up to investigate aspects of economic understandings wherever possible.

20. Develop visual aid materials for use in teaching economics in the secondary school.

21. Make available to student teachers materials that will assist them in learning and teaching.

22. Sponsor and cooperate in setting up and operating economic workshops.

23. Revise content of present business education courses on the graduate level to emphasize economic concepts and the need for teaching economic understandings.

24. Cooperate with business education supervisors on the local and state levels in getting economic education into the curriculum.

25. Incorporate in business education methods courses instructional materials that will help to prepare the new teacher to teach effectively courses involving economic concepts.

The final reports of the teacher-teams will be incorporated in a publication which will be prepared by the Joint Council on Economic Education and the United Business Education Association to serve as a guide for business education teachers throughout the nation.

Members of the conference staff, in addition to Dr. Frankel, Dr. Olson, and Dr. Yerian, included Carl H. Madden, Dean, School of Business Administration, Lehigh University, and Leland E. Traywick, Assistant Dean, College of Business, Michigan State University. Others assisting with the conference were Dolores Fenn, George L. Fersh, Deborah J. Frankel, Nancy Gruseke, and Lawrence E. Metcalf.

Harold J. Bienvenu, Los Angeles, and Theodore C. Boyden, New York City, served as consultants.

Business educators participating in the conference were Carolyn Archer, Tulsa, Oklahoma; Richard T. Avritch, Newtonville, Massachusetts; Gladys Bahr, Winnetka, Illinois; Allan E. Barron, Wyandotte, Michigan; R. DerMont Bell, Provo, Utah; Lucille S. Borigo, Taft, Oregon;

James G. Brown, College Park, Maryland; Georgia Calton, Springfield, Missouri; Ivan D. Calton, Springfield, Missouri; Leonard L. Carpenter, Portland, Oregon; Eva S. Carr, Montgomery, Alabama; Roland J. Cavatoni, Beltsville, Maryland; William W. Cavett, Phoenix, Arizona; Bobbie Jean Clark, Frankfort, Kentucky; Miles F. Cranford, Hyattsville, Maryland; L. Eugene Crismon, Lehi, Utah; Cletus C. Crowley, Des Moines, Iowa; Florence Dasaky, Chicago, Illinois; Harry D. David, Bloomington, Indiana; Leo A. Dierks, San Jose, California; Bayne W. Drown, Natick, Massachusetts; Viola S. Fedorezyk, Storrs, Connecticut; Doris A. Freepons, Seattle, Washington; Noba E. French, Oklahoma City, Oklahoma.

John O. Gallagher, East Orange, New Jersey; Lloyd L. Garrison, Stillwater, Oklahoma; Bruce E. Gerdes, Huntington, Indiana; Lionel B. Goularte, Woodside, California; Helen L. Haberman, Minneapolis, Minnesota; J. Curtis Hall, Auburn, Alabama; Peter Kanonchoff, Sepulveda, California; Harry W. Lawrence, Cranford, New Jersey; Harold R. Leith, Cincinnati, Ohio; Elizabeth M. Lohren, Seattle, Washington; Marion S. Marshall, Salem, Massachusetts; Joan C. McCarthy, Syracuse, New York; Frances E. Merrill, Des Moines, Iowa; Carl S. Millsap, Des Moines, Iowa; C. Ronald Musig, Granger, Utah; Vernon A. Musselman, Lexington, Kentucky; Justine E. Nester, Cincinnati, Ohio; M. Claire O'Brien, Sacramento, California; Donald A. Olsen, Phoenix, Arizona; Milton C. Olson, Albany, New York; Richard S. Perry, Los Angeles, California; Charles F. Petitjean, Bridgeport, Connecticut; Ray G. Price, Minneapolis, Minnesota; Frances M. T. Bryor, Cincinnati, Ohio; Robert D. Rankin, Woodland Hills, California; Doris B. Reid, Columbus, Georgia; Frederic W. Rossomando, New Haven, Connecticut.

Royann Salm, Albany, New York; David B. Smith, Lansing, Michigan; Elroy J. Steele, Topeka, Kansas; Warren Sterling, Plainfield, New Jersey; William H. Strawn, Chicago, Illinois; Donald J. Tate, Tempe, Arizona; Arthur L. Taylor, Columbus, Indiana; Jesse F. Teel, Jr., Topeka, Kansas; Robert J. Thompson, Mountain View, California; Leland E. Traywick, East Lansing, Michigan; O. P. Trentham, Springfield, Missouri; Helen Trotter, Topeka, Kansas; Robert Waterfield, St. Paul, Minnesota; Lowell Webb, Lexington, Kentucky; and Theodore Yerian, Corvallis, Oregon.



(1)



(2)



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(4)

## 1960 UBEA

### AWARD WINNERS

■ An award of merit for outstanding achievement in business education is made available annually by the United Business Education Association to a student in each college or university that has membership in the National Association for Business Teacher Education. The presentations are made at special ceremonies conducted by the 215 colleges and universities participating in the UBEA Awards Program.

■ Nominations for the 1961 recipients of the Award of Merit in Business Education should be filed before the first of March by representatives of the colleges with membership in the National Association for Business Teacher Education. This award is designed to help stimulate professional interest and development of new business education teachers through active participation in professional organizations.

IN BOWLING GREEN, OHIO (1) — Bowling Green State University: Mearl R. Guthrie, Chairman, Department of Business Education; Award Winner Elaine F. Moorhead; and Ralph G. Harshman, Vice-President . . . IN SAN FRANCISCO, CALIFORNIA (2) — San Francisco State College: Paul S. Lomax, Visiting Professor; S. Joseph DeBrum, Head, Department of Business Education; and Award Winner John W. Chambers . . . IN SAN JOSE, CALIFORNIA (3) — San Jose State College: Milburn D. Wright, Dean, Division of Business; Edwin A. Swanson, Head, Department of Business Education; and Award Winner Sandra G. Creech.



(5)



(6)



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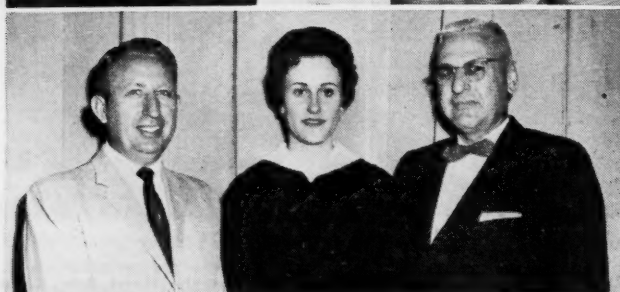


IN CARBONDALE, ILLINOIS (4) — Southern Illinois University: Harves Rahe, Chairman, Business Teacher Education Department; and Award Winner Judy S. Massey . . . IN COLLEGE PARK, MARYLAND (5) — University of Maryland: Vernon Anderson, Dean, College of Education; Award Winner June Wisnieski; and Arthur S. Patrick, Head, Department of Office Techniques and Management . . . IN NORMAN, OKLAHOMA (6) — University of Oklahoma: James G. Harlow, Dean, College of Education; and Award Winner Marjorie Buchner . . . IN LOGAN, UTAH (7) — Utah State University: Award Winner Rama Richards; and E. C. McGill, Professor of Business Administration.

UBEA

# AWARD WINNERS

(Below—Top to Bottom) IN CORVALLIS, OREGON—Oregon State College: Clifford Maser, Dean, School of Business and Technology; Award Winner Elaine Kleven; and Theodore Yerian, Head, Department of Business Education and Secretarial Science . . . IN CORAL GABLES, FLORIDA—University of Miami: James E. Davis, Chairman, Department of Business Education; and Award Winner Natalie B. McGaw . . . IN CANYON, TEXAS—West Texas State College: Robert B. Griffith, Head, Business Teacher Education; Award Winner Charlene Cadenhead; and C. C. Callarman, Chairman, School of Business Administration . . . IN SPRINGFIELD, MASSACHUSETTS—American International College: Harry J. Cournotes, Dean, School of Business Administration; Award Winner Irene T. Visintainer; and Nicholas Russo, Assistant Professor of Business Administration.



(Above—Top to Bottom) IN ABERDEEN, SOUTH DAKOTA—Northern State Teachers College: W. S. Wingerd, Chairman, Division of Social Science and Business Administration; Award Winner Carol Wilson; and Harry Jasinski, Assistant Professor of Business Administration . . . IN COLUMBUS, MISSISSIPPI—Mississippi State College for Women: Award Winner Mary Bramlett; and Frank M. Herndon, Head, Department of Business . . . IN BELLINGHAM, WASHINGTON—Western Washington College of Education: Harold O. Palmer, Associate Professor; Award Winner Lorraine Sieber; and Virginia Templeton, Associate Professor . . . IN NEW ORLEANS, LOUISIANA—Xavier University: Sister M. Peter Claver and Award Winner Barbara Sapenter.



## 215 Distinguished in 1960

(Below—Top to Bottom) IN AUBURN, ALABAMA — Auburn University: J. Curtis Hall, Head, Department of Secondary Education; and Award Winner Leah Hubbard . . . IN NEW YORK CITY—New York University: Award Winner Stewart Richland; and Herbert A. Tonne, Professor of Education . . . IN SAN MARCOS, TEXAS — Southwest Texas State College: Catherine Howard, Assistant Professor; Award Winner Peggy Cox; and Otis G. Reese, Instructor . . . IN MUNCIE, INDIANA — Ball State Teachers College: Robert P. Bell, Head, Department of Business Education; Award Winner Joyce Slaughter; and Robert M. Swanson, Coordinator of Departmental Services, Department of Business Education.



(Above—Top to Bottom) IN WASHINGTON, D. C. — The George Washington University: Mildred H. Shott, Executive Officer, Department of Secretarial Studies; Award Winner Evelyn M. Baumann; and James H. Fox, Dean, School of Education . . . IN PITTSBURG, KANSAS — Kansas State College of Pittsburg: Donald L. Crawford, Instructor; Ralf J. Thomas, Chairman, Department of Business Administration; and Award Winner Geraldine Brown . . . IN STATE COLLEGE, MISSISSIPPI — Mississippi State University: O. H. Little, Head, Commercial Division, Industrial Education Department; Award Winner Julia Cook Riley; and Homer S. Coskrey, Acting Dean, School of Education . . . IN ALBANY, NEW YORK — The College of Saint Rose: Sister Genevieve Louise, Chairman of Economics and Business Education; Award Winner Nancy Diamante; and Sister Catherine Francis, President.

## UBEA

### AWARD WINNERS

■ In the Sixth Annual Awards Program sponsored by UBEA, 215 graduating seniors received the award of merit for outstanding achievement in business education. The following business education graduates received the awards in 1960:

Leah Feara Hubbard, Auburn University; Audrey J. Behel, Florence State College; Sue Yarbrough Freeman, University of Alabama; Verna Jean Peeler, Arizona State College; Anna Mae Willis, Arizona State University; Darla G. McRae, University of Arizona; Jehree V. Aday, Arkansas State Teachers College; Louise P. Spurlin, University of Arkansas; Carolyn Faye Greene, Philander Smith College; Ianthia D. Smith, Southern State College; Betty Sue Greer, Arkansas State College; Aileen E. Burns, Chico State College; Jeri Ann Luppino, Fresno State College; Hilda R. Roberts, George Pepperdine College; Dentler Schubert Erdmann, Los Angeles State College; Evelyn Joan Chin, University of California; John B. Allen, University of Southern California; Larry Carlin, San Diego State College; Virgil Wayne Jensen, Sacramento State College; John W. Chambers, San Francisco State College; Sandra Gail Creech, San Jose State College; Dora Gaye Anderson, Adams State College; Diana Kay Bernotas, University of Colorado; Joyce F. Carsh, University of Denver; Corinne H. Clarida, Colorado State University; Patricia Ann Pisciotto, Colorado State College; Erma Corneer, Western State College; Patricia M. Milot, University of Bridgeport; Frank Cannata, Central Connecticut State College; Gertrude J. Kuziak, University of Connecticut; Evelyn Baumann, The George Washington University; Natalie Brundage McGaw, University of Miami; Julia Ann Walker, Stetson University; Marcella Aldridge Dilworth, University of Florida; Kay Frances McKinnon, Florida Agricultural and Mechanical University; Patricia P. Moses, Florida State University; Constance G. Luke, Georgia State College; Glenda Durrence, Georgia Southern College; Harold Lee Taylor, The Fort Valley State College; Nora Eugenia Bishop, Mercer University; Dolores Carolyn Alligood, Georgia State College for Women; Janet Hiraoka, University of Hawaii; Judith Rae Sirles, Southern Illinois University; Beverly F. Fresenborg, Eastern Illinois University; Allen D. Sheehan, Northern Illinois University; Mary E. Peschel, Northwestern University; Theresa Frances Rotello, Illinois State Normal University; Phillip William Brown, University of Illinois; Connie Sue Pearson, Indiana University; Lois Claire Hovey, Butler University; Arleen Joyce Slaughter, Ball State Teachers College; Everetta Ann Laun, Saint Mary's College; Barbara Beno, Indiana State Teachers College; Joyce Eloise Lutter, Iowa State Teachers College; Kathleen H. Anderson, State University of Iowa; Mary Lou Mauderly, Kansas State Teachers College; Kathleen McCaughey Ramsey, University of Kansas; Geraldine Brown, Kansas State College of Pittsburg; Dorothy Goetz, Marymount College; Amy Dillard Phelps, Western Kentucky State College; Shirley Browder, University of Kentucky; Betty Jean Green, Morehead State College; June Carolyn Grayson, Murray State College; Amelia Katherine Courtney, Eastern Kentucky State College; Annie Mae Brown, Southern University; Bobbie Roberta Touchstone, Southeastern Louisiana College; Wilma Pittman Phillips, Northwestern State College; Barbara Jean Sapenter, Xavier University; June A. Wisniewski, University of Maryland; Bernice Juanita Jenkins, Maryland State College; Judith Millman, Boston University; Mary J. Cotter, State Teachers College; Irene Tenerowicz Visintainer, American International College; Laura Williams Midgley, University of Michigan; John Schuberg, Ferris State Institute; Ronald Raymond Gould, University of Detroit; Arlette Anne Prieto, Wayne State University; Gordon L. Freeman, Michigan State University; Marianne Lash, Western Michigan University; Carolee Sibilsky Soymunen, Northern Michigan College; Kenneth A. Thomas, Central Michigan University; Mary Dolores Flores, Nazareth College; Jane Lee Antosik, Eastern Michigan University; Marian Purrier Nelson, Mankato State College; Kathryn M. Alar, University of Minnesota; Dorothy Penelle Mork, St. Olaf College; Wanda Ann



IN URBANA, ILLINOIS . . . The UBEA Award of Merit was presented to Phillip Brown (third from right) by Arnold Condon, Head, Department of Business Education, University of Illinois. Among the prominent business educators congratulating Mr. Brown were (second row, left to right) Earl Dickerson, Eastern Illinois University; Lyle Maxwell, Northern Illinois University; Floyd Crank, University of Illinois; and the UBEA President, Gladys Bahr, New Trier Township High School, Winnetka, Illinois.

Wagner, St. Cloud State College; Elaine J. Carlson, Macalester College; Sister Mary Jutta, O.S.F., College of Saint Theresa; Verda Kay Strand, Winona State College; Louise Augusta Meyers, Delta State College; Mary Faye Edmondson, Mississippi College; Mary Kay Bramlett, Mississippi State College for Women; Maudell Celeste Fairchild, Mississippi Southern College; Julia N. Riley, Mississippi State University; Carol Ann Lane, University of Mississippi; Bonnie Lou Wilkening, Southeast Missouri State College; Marjorie Van Horn, Central College; Marva Currie Ralston, Lincoln University; Juanita Turner Goodwin, Northeast Missouri State Teachers College; Rosalie McCrary, Northwest Missouri State College; Jo Ann Coyle, Central Missouri State College; Carole Sorenson, Northern Montana College; Gail Sharon Kammerzell, Montana State University; Karen Priestner, Nebraska State Teachers College; Gail Emde-MacLafferty, Union College; Marcia Ann Boden, University of Nebraska; Ra-burn A. Benton, Nebraska State Teachers College (Peru); Carol Eileen Thiex, University of Nevada; Dorothy Knowles, Plymouth Teachers College; Marjorie A. Krysa, Rider College; Helen Effie Hansen, Trenton State College; Carole Hall, Montclair State College; Laura Jane McMillin, University of New Mexico; Jane Frances Giles, New Mexico Highlands University; Betty D. Carpenter, Eastern New Mexico University; James Murray, New Mexico Western College; Charles W. Fowler, State University, College of Education at Albany; Nancy Ann Diamante, The College of Saint Rose; Carol Thill, D'Youville College; Estelle Marie Palmer, Rosary Hill College; Harvey W. Bornstein, Adelphi College; Lt. Colonel Lawrence H. Dussault, Siena College; Helmut Paul Echtermann, Teachers College, Columbia University; Winifred Anne Stewart, College of Mount Saint Vincent; Stewart Richland, New York University; Burton S. Kaliski, The City College of New York; Barbara M. Profetta, Nazareth College of Rochester; Joan A. Piscitelli, Syracuse University; Pauline Angell, Appalachian State Teachers College; Christine Dillard Beasley, Barber-Scotia College; Evelyn Herring, North Carolina College at Durham; Jacqueline Money Sechrist, The Woman's College, University of North Carolina; Elfreth Alexander, East Carolina College; Marjorie J. Costello, University of North Dakota; Norma J. Ambers, State Teachers College (Mayville); Deanne L. Horne, North Dakota State Teachers College (Valley City); Helen L. Zaynor, The University of Akron; Sandra Sue Swigart, Ohio University; Elaine F. Moorhead, Bowling Green State University; Phyllis Frances Smyczek, Notre Dame College; Marian Elaine Nicklas, Capital University; Howard K. Day, The Ohio State University; Blaine Courtley, Findlay College; Myrna M. Magnuson, Kent State University; Ruth Ann Strine, Wittenberg University; Shirley M. Falk, University of Toledo; Beth Haunschild Schanbacher, Northwestern State College; Francella Ann Clark, Central State College; Marjorie I. Buchner, University of Oklahoma;

Carolyn McGovern, University of Tulsa; Edys Burris Cacy, Oklahoma State University; Elaine Kleven Fisk, Oregon State College; Stanley J. Miller, University of Oregon; Joseph Zapach, Bloomsburg State College; Elizabeth Ann Lebert, College Misericordia; Donald A. Loomis, Theil College; Julia Louise McGinnis, Grove City College; Alice Rose Washco, Temple University; Margaret L. Barber, Carnegie Institute of Technology; Colleen Anne Cain, Duquesne University; Ann E. Pongratz, University of Pittsburgh; Edna Mae Shaffer, State Teachers College (Shippensburg); Jack Lester Meiss, The Pennsylvania State University; Arthur Dean Hontz, Wilkes College; Nellie L. G. de Sanchez, University of Puerto Rico; John Robert Burton, University of Rhode Island; Jewell Rowland Powell, Columbia College; Elen Patricia Smith, University of South Carolina; Margaret Carolyn DuPre, Erskine College; Jo Ellen Roberts, Lander College; Betty Jean Bennett, South Carolina State College; L. Evon Rhoden, Winthrop College; Carol Wilson, Northern State Teachers College; Betty Tielke, University of South Dakota; Nancy Loretta Fuqua, Austin Peay State College; Janice Mae Norrod, Tennessee Polytechnic Institute; Alice Marie Brown, Union University; Eleanor Poe Fleenor, East Tennessee State College; Gail Cunningham Drinnon, The University of Tennessee; Carol Jean Odom, Memphis State University; Judy May Holder, Middle Tennessee State College; Odessa Peterson, Tennessee Agricultural and Industrial State University; Sally Nye Lambertson, George Peabody College for Teachers; Nancy Ann Tyler, The University of Texas; Mildred Curley, Howard Payne College; Charlene Cadenhead, West Texas State College; Dolores Sue Scott, East Texas State College; Mary Ellen James, North Texas State College; Faye McWhorter, Texas Women's University; Ezola Broussard, Texas Southern University; D. K. Foster, University of Houston; Lot-tie Sue Bush, Sam Houston State Teachers College; Edna Earl Cox, Texas Technological College; Pearl M. Warren, Prairie View Agricultural and Mechanical College; Peggy Cox, Southwest Texas State College; Lou Anne Parsons, Baylor University; Rama Richards, Utah State University; Thelma Black, Brigham Young University; Blaine R. Thomason, University of Utah; Billy K. Dawson, Virginia Polytechnic Institute; Evelyn Adell Jones, Virginia State College; Ellen Louise Raines, Madison College; Lorraine A. Sieber, Western Washington College of Education; Sally Marie Schultz, Eastern Washington College of Education; Barbara A. Gihlstrom, Central Washington College of Education; Marjorie Ann Kestle, Washington State University; Kay Cherberg, University of Washington; Lyndal Wiley, Concord College; William Kay Leppla, West Virginia Wesleyan College; Katharine Ann McGlothlin, Davis and Elkins College; Gladys L. Price, West Virginia Institute of Technology; Lois M. Wood, The University of Wisconsin; Sigrid E. Dietrich, Marquette University; Delores Timm Trumbower, Wisconsin State College; Kay Ann Jensen, The University of Wyoming.



# The Mountain-Plains News Exchange

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## HERE AND THERE IN THE MOUNTAIN-PLAINS REGION OF UBEA

More than 500 members and guests of the Mountain-Plains Business Education Association were at the Shirley-Savoy Hotel in Denver for the summer convention of the Association. The keynote address was given by T. H. Cutler, Dean, College of Business Administration, University of Denver. Other persons who made major addresses were D. D. Lessenberry, Robert E. Slaughter, and Robert W. Sneden. An unusual feature of the convention was the series of live television broadcasts from Denver's station KRMA-TV.

Gerald Porter of Norman, Oklahoma, is the new president of the Association. He succeeds Ruben Dumler of Winfield, Kansas.

The 1961 convention has been scheduled for June 16, 17, and 18, in Albuquerque, New Mexico. The local chairmen for the convention are Frank Gilmer, Valley High School; and Eva Glaese, University of New Mexico. Raymond R. White, University of Oklahoma, Norman, has been named program chairman for the convention.

**Along the Trail . . .** Marian J. Collins, Colorado Woman's College, Denver, spent the summer working in an attorney's office in New York City. . . . Lloyd Garrison, assistant dean of the College of Business and professor in business education at Oklahoma State University, Stillwater, succeeded Paul Lomax as editor of the General Services Section of BUSINESS EDUCATION FORUM. He also prepared a chapter on bookkeeping and accounting in the 1960 American Business Education Yearbook. . . . Curtis Wood, University of Wichita, Kansas, attended the eight-weeks Case Seminar for teachers of business administration at the Graduate School of Business at Harvard University, Cambridge, Massachusetts, during the summer of 1960. . . . Paul Lomax, professor emeritus of New York University, and Helen Green, Michigan State University, East Lansing, were summer session visiting professors at the University of North Dakota, Grand Forks. . . . Quentin G. Oleson, formerly a teacher in the high schools of South Dakota and California and now completing doctoral study at the University of California, Los Angeles, will succeed Hulda Vaaler Barton at the University of South Dakota, Vermillion. . . . The Small Business Administration has awarded the College of Business Administration at the University of Wichita, Kansas, a research grant of \$30,000 for special studies concerning the buying and selling of small businesses. . . . The Colorado Business Education Association is currently completing guides for teachers of shorthand and transcription and bookkeeping. . . . John Rowe, chairman of the Department of Business Education at the University of North Dakota, is the contributor of four articles on the teaching of shorthand appearing in *Business Education World*. He also wrote "Current Issues in the Teaching of Shorthand," a publication of the University of North Dakota. . . . John C. Peterson of the business education staff at the University of North Dakota is the author of a publication, "A Tool of Literacy: The School



**MPBEA OFFICERS . . .** The 1960-61 officers of the Mountain-Plains Business Education Association are (left to right) E. P. Baruth, McCook Junior College, McCook, Nebraska, treasurer; Agnes Kinney, North High School, Denver, Colorado, vice-president; Gerald Porter, University of Oklahoma, Norman, president; and Thelma Olson, Brookings High School, Brookings, South Dakota, executive secretary.

Administrator Considers the Typewriting Program." . . . At Colorado State College, Greeley, this past summer, 59 business education students started work on master's degrees and 14 on doctorate programs. . . . Lowell Vaughn and Edward O'Brien, recent graduates of the Department of Business Education, University of North Dakota, have been appointed to the faculty at Bemidji State College, Minnesota. Susanne Tjornhom, another graduate, is chairman of the Department of Business Education at the newly established Fergus Falls Junior College, Minnesota. . . . Faborn Etier, University of Texas, was elected to the Executive Board of the National Association for Business Teacher Education at the February meeting. He is also the editor of the Typewriting Services Section of BUSINESS EDUCATION FORUM this year. . . . The School of Business Administration at North Texas State College, Denton, has moved into its new building which was completed recently. The building features special shorthand practice stations and a completely equipped audio-visual aids classroom for business education. . . . Vernon Payne of North Texas State College has been elected president of the Fort Worth Chapter of the National Office Management Association for the 1960-61 term. Recently, he attended the association's International Conference and Exposition in Montreal, Canada. . . . F. Kendrick Bangs, University of Colorado, Boulder, is the 1960-61 editor of the Basic Business Feature Section of BUSINESS EDUCATION FORUM, and James Zancanella has been appointed as the editor of the special January 1961 issue of the FORUM devoted to "Adult Classes in Business Education." . . . Editors of THE NATIONAL BUSINESS EDUCATION QUARTERLY include Kenneth J. Hansen, Colorado State College, Greeley, Administrators issue; and Ruth I. Anderson, North Texas State College, Denton, Research issue. . . . Roman Warmke, Colorado State College, is on sabbatical leave during the fall quarter and is traveling in Mexico. . . . Elsie Jevons and Jane Stewart spent the summer touring Europe.

**Workshops and Conferences.** . . . Dorothy Travis, Central High School and University of North Dakota, Grand Forks, taught a two-week workshop course on the Improvement of Instruction in Typewriting during the summer session at the Uni-



**Workshops and Conferences (Continued)**

versity of Denver, Colorado. . . . Ruth I. Anderson, North Texas State College, Denton, taught for two weeks at the University of Oregon this past summer. She will be the main speaker at each of the three business education section meetings of the Colorado Education Association. The theme of the CEA meetings will be "Quality Teaching Through Methods." . . . Ray Price, University of Minnesota; Harmon Wilson, South-Western Publishing Company; Russell Hosler, University of Wisconsin; and Dorothy Travis, Central High School, Grand Forks, were conference leaders at the University of North Dakota this past summer. . . . R. B. Russell, chairman of the Department of Business and Business Education, Kansas State Teachers College, Emporia, conducted a workshop at the University of Oregon, Eugene, during the first two weeks of July. . . . Irol Whitmore Balsley, Louisiana Polytechnic Institute, Ruston, conducted a workshop on secretarial science at Kansas State College of Pittsburg during the early part of June. . . . The 24th Annual Regional Summer Conference on Business Education was held on the campus of Oklahoma State University, Stillwater, on July 29. The principal speaker for this program was Elvin S. Eyster, Indiana University, Bloomington. . . . Theodore Guttadore, Aurora High School, Aurora, Colorado, was a consultant at the Family Finance Workshop held on the University of Denver, Colorado, campus this summer. . . . F. Kendrick Bangs served as director of an Industrial Banking Seminar held this summer on the campus of the University of Colorado, Boulder. The seminar was sponsored by the American Industrial Bankers Association and the University's School of Business. . . . R. W. Christy, Aurora High School, Aurora, Colorado, taught a two-week seminar at the University of Denver on Improving Instruction of Computing Machines. . . . Harold Binford, Western State College, Gunnison, Colorado, is the current president of the Colorado Business Education Association. . . . Approximately 47 teachers participated in the Family Finance Workshop at the University of Oklahoma, Norman. Gerald Porter served as the leader of the workshop. . . . Six business educators from the Mountain-Plains Region participated in the "National Workshop on Economics for Business Education Teachers," sponsored by the Joint Council on Economic Education, the Young Presidents Foundation, and the United Business Education Association. Those included in the conference held at Montclair (New Jersey) State College, August 14 through September 1, are Carolyn Archer, Daniel Webster High School, Tulsa, Oklahoma; Noba E. French, Capitol Hill Senior High School, Oklahoma City; Lloyd L. Garrison, Oklahoma State University, Stillwater; Elroy J. Steele, Washburn University, Topeka, Kansas; Helen Trotter, Highland Park High School, Topeka, Kansas; and Jesse F. Teel, Jr., Topeka High School, Topeka, Kansas.

**Graduate Study.** . . . Dorothy Hazel is on leave-of-absence from the University of Nebraska, Lincoln, to continue graduate study at the University of Kentucky, Lexington. . . . Dale Atwood of Tolley, North Dakota, and Jimmie Morris, Spearfish, South Dakota, are doctoral candidates in business education at the University of North Dakota, Grand Forks. The University has been given authority by the Board of Higher Education to grant the Ph.D. and Ed.D. Degrees in Business Education. . . . Alice Yetka, who teaches in the Laboratory School at Colorado State College, Greeley, spent the summer at the University of Minnesota, Minneapolis, completing the content work toward a doctoral degree. . . . Stephen Butcher of Kansas State

Teachers College, Emporia, spent this past summer doing doctoral work at Indiana University, Bloomington. . . . Eben Calder, chairman of the Department of Business Education at Bemidji State College, Minnesota, is on leave of absence to pursue study toward the doctor's degree in business education at the University of North Dakota. . . . Max Stacy, Kansas State College of Pittsburg, spent the summer doing doctoral work at Louisiana State University, Baton Rouge. Robert Gross, another member of the staff, was at Indiana University this past summer working on a doctorate. . . . Calvin Kennedy, assistant professor at Oklahoma State University, Stillwater, is on leave of absence for the year for doctoral work at the University of Nebraska. . . . Geraldine Ebert is on leave from her position at Eastern New Mexico University, Portales, to do doctoral work at the University of Oklahoma, Norman. . . . M. J. Little, Kansas State College of Pittsburg, is on leave during the 1960-61 school year doing doctoral work at the University of Arkansas, Fayetteville.

**New Degrees.** . . . The following persons received master's degrees in business education at Kansas State College of Pittsburg: Retha Hoover, Kansas City (Kansas) Junior College; Carl Ross, Belleville (Illinois) Junior College; Carolyn R. Shankel, Fort Scott (Kansas) Junior College; Donald E. Wilson, Shawnee-Mission (Kansas) East High School; Idella Hankins, Golden City (Missouri) High School; Ruth Butts, Uniontown (Kansas) High School; Mariam H. Joseph, Ottawa (Kansas) High School; Jack Rusher, Miami (Oklahoma) High School; and Robert Harrison, High School, St. Louis, Missouri. . . . Lawrence Jones of the University of Wichita, Kansas, has returned from Harvard University after a year's leave of absence. During his leave Mr. Jones completed doctoral studies at the Graduate School of Business. . . . Roman Warmke of Colorado State College, Greeley, completed the doctorate at the University of Minnesota, Minneapolis, in June.

**New Addresses.** . . . Ruth Woolschlager, formerly associate professor of business education at the University of North Dakota, Grand Forks, has joined the business education staff of Northern Illinois University at DeKalb. . . . Hulda Vaaler Barton has resigned her position as chairman of the Department of Secretarial Training and Business Teacher Education at the University of South Dakota, Vermillion, and will make her home in Phoenix, Arizona. . . . Recent graduates of the University of Nebraska, Lincoln, have accepted the following teaching positions: Dianne Brettman, Hershey (Nebraska) High School; Robert Kroening, Beaver Crossing (Nebraska) High School; Janice Mack, Valparaiso (Nebraska) High School; Julie Pedersen, Sunflower (Nebraska) High School; Suzanne Roberts, Gering (Nebraska) High School; Donice Zimmerman, Ogallala (Nebraska) High School; and Ramon Van Fletcher, Grand Junction (Colorado) High School. . . . Arnola Colson, a recent master's degree recipient at Oklahoma State University, Stillwater, is joining the Office Administration staff at that school. . . . Adele Thompson, who has been teaching at Oklahoma College for Women, Chickasha, has joined the staff at Kansas State College of Pittsburg. Other additions to the staff at Pittsburg include Ed Hopush of the University of Colorado, Boulder, and Ken Colyer who did graduate work at the University of Denver, Colorado. . . . Charles D. Irwin will teach in the Department of Business Education, Southwestern State College, Weatherford, Oklahoma. . . . Ruben Dumler, on leave from St. John's College, Winfield, Kansas, is teaching in the Territorial College of Guam at Agana, Guam.

# FBLA forum

For Sponsors and Advisers  
of FBLA Chapters

## FIRST-PLACE SPEECH AT NATIONAL CONVENTION

*The Illinois State Chapter's representative won first place in the FBLA National Public Speaking Contest at the Ninth FBLA National Convention held in Chicago, Illinois, June 12-14, 1960. The winning speech, given by Diane Rickey, Thornton Fractional South High School, Lansing, Illinois, represents the culmination of winning efforts at the local, state, and regional level. The title of the speech is "Glad and Sorry."*

In looking over the twelve purposes of the Future Business Leaders of America, I found it very difficult to choose one to speak on today. Each one seemed to me to be just as important as the other. Then I recalled a story I had once read about three horsemen in ancient times who were riding across a desert. While crossing a dry bed of a river, they heard a voice out of the darkness call "Halt!" and they instantly obeyed. The voice then told them to dismount, pick up a handful of pebbles, put the pebbles into their pockets, and remount. The voice then said, "You have done as I commanded. Tomorrow at sun-up you will be both glad and sorry." Mystified, the horsemen rode on. When the sun rose, they reached into their pockets and found that a miracle had taken place. The pebbles had been transformed into diamonds, rubies, and other precious stones. They remembered the warning. They are both glad and sorry—glad they had taken some, and sorry they had not taken more. This is the story of the Future Business Leaders of America. Business students who have already graduated from high school or college are glad they joined FBLA and sorry they had not been more cooperative while in school. Achieving the FBLA purposes prepares us for the cooperative effort which we need to develop for future success in business.

As I sit and listen to speakers at FBLA meetings, I sometimes find myself observing the different members of my chapter. It is remarkable to find such a cross-section of personalities all working toward the same goal. It is also remarkable to find in the business today such a cross-section of industries, corporations, and business firms working toward the very same goal—success. Since each business is dependent on another, one must cooperate in order to attain success. For example, picture the little store on the corner. This little food market is dependent on the producer, the packer, the shipper, the dairyman, the farmer, and many more. In turn, these businesses are dependent on the little neighborhood grocery store to distribute their products, hire their services, and advertise their goods. This shows the necessity of being cooperative to continue the balance of business.

Learning to work with others is number one in importance. This knowledge is available to those who are willing to pay the price. The price includes hard work, hard study, willingness to learn, and the ability to accept criticism. Some FBLA members work harder at this than others, of course, but all

realize that it is never too late to be thinking of a career. No normal youth wills to be nameless and dull. The thoughts of youth are long thoughts. Nothing small or petty is theirs, nothing but great and noble hopes. But fulfillment is not easy. The Future Business Leaders of America provides many opportunities in which members may participate in order to be glad rather than sorry. Our close association with guests and teachers in the field of business, for instance, affords us contact with people that we would like to emulate in our future world. Being associated with these people also offers us the occasion to ask questions and to hear their experiences, all of which will be an influence on our future decisions pertaining to a business career.

One of the most important activities of FBLA is the individual help we all receive from our sponsors in preparation for the places we shall take as future businessmen and women. Frictional unemployment, like death and taxes, probably will always be with us, but yet need not affect us. One of the basic beliefs of this age has been that education is a good thing; and another common belief, surprisingly enough, is that employers are no longer interested in traits of personality, proper grooming, and the ability to work and get along with others. However, when employing graduates, personnel men generally ask themselves this question, "Can this person's speed, accuracy, willingness to learn, good judgment, and co-operative attitude be depended upon in everyday situations?" If the employer can answer this question positively, combined with traits of personality, proper grooming, responsibility, and co-operation that I have mentioned previously, the beginner will get the position. A famous philosopher once said, "The future is for those who prepare for it." In FBLA we are attempting to learn how to use our abilities to the fullest extent by governing our own chapters, earning our own finances, and conducting our own projects. Unemployment shall not affect us if these business traits are developed.

We are aware that this is the age of change—an age of challenge; and this points out still another advantage that FBLA provides for the development of cooperative attitudes. This convention gives members the opportunity to work on a challenging and competitive basis; and, at the same time, enables them to develop qualities of business leadership and self-confidence.

I am firmly under the impression that the FBLA members of today, regardless of the confusion of the present age—the talk of atom bombs, satellites, statistics, and scientific discoveries—will be ready to take into hand the responsibilities, duties, and obligations co-operatively in order that they shall make our rising business world worthy of our posterity.

Let us work hard to gain our foundation of knowledge and experience so that we may construct upon this foundation a proud future that may benefit from the many lessons we have learned. While we are constructing this foundation, let us continue to realize the importance of cooperation in business in order that we may be glad rather than sorry!

## NOVEMBER CALENDAR

## Regional Meetings

Southern Business Education Association, Atlanta, Georgia, November 24-26

## November Meetings

Arizona Business Education Association, Tempe, November 4

Arkansas Education Association, Business Education Section, Little Rock, November 2-4

Chicago Area Business Educators Association, November 19

Iowa Business Education Association, Des Moines, November 4

Louisiana Business Education Association, Baton Rouge, November 21

Missouri State Teachers Association, Business Education Section, Kansas City, November 4

Nevada (Northern) Business Education Association, Carson City, November 12

New Jersey Business Education Association, Atlantic City, November 10-11

South Dakota Business Education Association, Sioux Falls, November 3-4

Tri-State Business Education Association, Pittsburgh, November 4-5

## EASTERN REGION

## Tri-State

Abe Laufe, associate professor of English, University of Pittsburgh, will be the guest speaker at the fall convention of the Tri-State Business Education Association which is November 4 and 5 at the Webster Hall Hotel in Pittsburgh.

Officers of the association are Ruth G. Conwisher, Pittsburgh, president; Bernadine Myers, Pittsburgh, first vice-president; John Cord, McKees Rocks, second vice-president; Betty T. Rhodes, Pittsburgh, secretary; and Merlin Chute, Pittsburgh, treasurer.

## SOUTHERN REGION

## Arkansas

Officers who served the Business Education Section of the Arkansas Education Association during the 1959-60 school year were Arrawanna Hyde, Paragould, president; Juanita Foster, Magnolia, vice-president; Shirley Reeves, Lincoln, secretary; and Vertie Baxley, North Little Rock, treasurer. District Directors were Alma Kitchens, Fayetteville; C. C. Carrothers, Jonesboro; Aileen Campbell, Star City; Mavis Henry, Stamps; and Eral Tucker, Searcy.

(Arkansas has 101 UBEA members—91.8 percent of 1960-61 goal.)

## Mississippi

Mabel Baldwin, Mississippi College, Clinton, was elected president of the Mississippi Business Education Association at the spring convention of the association, March 25, in Jackson. Other officers elected are James H. Wykle, Mississippi State College for Women, Columbus, vice-president; Iva Ball Jackson, Mississippi College, treasurer; and Vera Smith, Jackson Central High School, secretary.

Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee; and Joseph A. Green, Jr., Mississippi Southern College, Hattiesburg, were the speakers for the meeting.

(Mississippi has 208 UBEA members—109.4 percent of 1960-61 goal.)

## MOUNTAIN-PLAINS REGION

## Texas

The theme for the eighth annual convention of the Texas Business Education Association was "Business Education in a New Decade." The annual luncheon meeting was held on October 21 in the Palm Room of the Nueces Hotel in Corpus Christi. A business meeting followed the luncheon with Jessie Sim, Texas Woman's University, president of the association, presiding.

Vice-President Ilce Iio, of Burbank Junior High School, Houston, introduced the speakers at the afternoon session. William R. Pasewark, Texas Technological College, and Howard L. Newhouse, McGraw-Hill Book Company, Inc., New York City, addressed the group.

The Hospitality Room was open beginning Thursday, October 20, at four o'clock. Hosts and hostesses were the TBEA Executive Board members, Corpus Christi business teachers, District III officers, convention committees, and representatives of the publishing companies.

Loyce Adams of Sam Houston State Teachers College, Huntsville, is executive secretary of the association. Other officers are Robert Sparks, Lamar Junior High School, Austin, treasurer; Bess M. Lacy, Carthage High School, Carthage, reporter; and Patsy Price, Arlington State College, Arlington, historian.

(Texas has 379 UBEA members—99.7 percent of 1960-61 goal.)

## South Dakota

Members of the South Dakota Business Education Association will meet in Sioux Falls, November 3-4, with the an-

nual convention of the state education association. F. Wayne House, University of Nebraska, Lincoln, will address the business teachers on the topic, "New Challenges in Teaching the Business Subjects." On Friday, November 4, the group will meet at the Northwest Security National Bank for a program to be presented by the staff of the bank and a tour of several of the bank's departments.

Delegates to the Mountain-Plains Business Education Association Convention in Denver in June will report on the meeting. New officers of the South Dakota association will also be elected.

Current officers of the association are Harold F. Spiry, Mobridge, president; Clara Ollenburg, Sioux Falls, vice-president; Georgiann Dykstra, Avon, secretary; and Thelma Olson, Brookings, treasurer. Lois Von Seggern, Huron, the new UBEA membership chairman in the state, and Howard Perry, Bowdle, represented the state at the Mountain-Plains Business Education Association meeting.

Objectives of the association are: (a) to encourage the colleges and universities in South Dakota to offer programs whereby prospective business teachers may secure a major in business education, both on the graduate and undergraduate levels; (b) to encourage membership in professional organizations—particularly the SDBEA and the UBEA; (c) to present an intelligent program in business education to meet the competition of the other departments in the school; (d) to encourage the administration to improve the physical layout and equipment and supplies in all business departments; (e) to encourage all business teachers to review, at frequent intervals, the basic techniques in teaching business subjects; (f) to encourage all business teachers to improve and enlarge the business education libraries; (g) to encourage the formation of more clubs and extracurricular activities for the business student—with particular emphasis on FBLA Chapters; (h) to encourage a more complete guidance, placement, and follow-up program in business education; (i) to encourage the business teacher to become more concerned about public relations; (j) to re-educate the public, the administration, and other teachers concerning the importance of business education so that the business teacher need not be "the low man on the totem pole"; and (k) to encourage the professional growth of all South Dakota business teachers.

(South Dakota has 101 UBEA members—77.6 percent of 1960-61 goal.)



## OPPORTUNITY IN DISTRIBUTIVE EDUCATION

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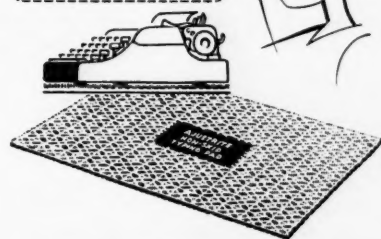
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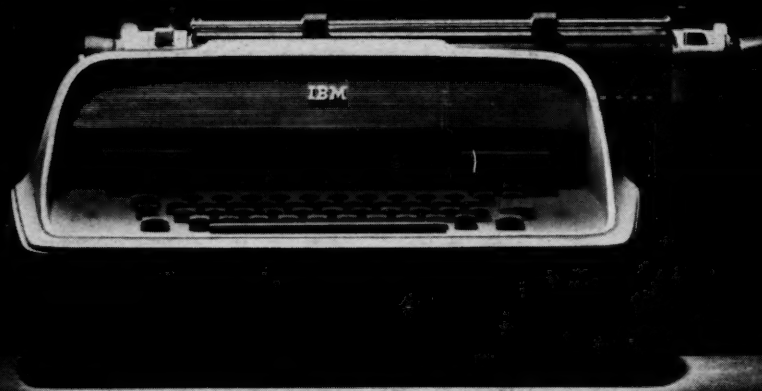
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